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THE DEVELOPMENT OF A MULTICULTURAL SCHOOL RESOURCE INDEX

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education: Middle Grades Option

by
Susan Linda Lenarz
Carol Louise Palko
Diane Shirley Perdew

June 1996

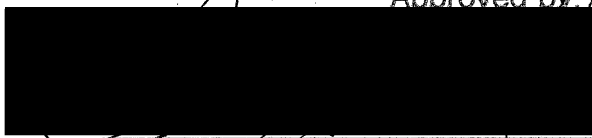
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ABSTRACT

This project addresses the needs of the increasing multicultural population at Vineyard Junior High School. It identifies the site and community resources that enhance the multicultural curriculum presently in place, making them more accessible to staff and students. The project consists of an annotated bibliography of all multicultural books, laser disks, and video tapes in the library. These materials are cross-referenced by ethnic/cultural groups and subject area. In addition, it also includes a list of the personal resources of staff members organized by ethnic/cultural groups. The final section contains information on community resources that are made available by the International Place "World of Cultures" program which enables students in the local public schools to learn about the diverse cultures of the world from the experience and knowledge of international students attending the Claremont Colleges. Staff and students will have access to the bibliography in both a catalog format and in the library computer.

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Chapter One: Introduction

Schools today are rich in student diversity. A growing number of American classrooms and schools contain a complex mix of races, cultures, languages, and religious affiliations. In the past two decades, multicultural education has emerged as a vehicle for including diverse groups and transforming the nation's educational institutions (Banks, 1994). Studies have shown that "students disengage when the curriculum does not reflect what they know and what they value" (Banks, 1993, p. 46). Multicultural education tries to create equal educational opportunities for all students by ensuring that the total school environment reflects the diversity of groups in classrooms, schools, and the society as a whole. According to Philip Chinn (1996), director of the Charter School of Education and the Center for Multicultural Education at Cal State Los Angeles, "students should feel proud of their own culture." Ernest Boyer (1992), president of The Carnegie Foundation for the Advancement of Teaching, reiterates this belief: "Educating students in a multicultural world surely means affirming the sacredness of every individual. It means celebrating the uniqueness of every culture."

Current Statistics and Demographics

Newly available demographic statistics reflect dramatic changes in the composition of California's school-age population and clearly indicate the need for multicultural education. These changes are partially the result of immigration and birth rate trends which began several years ago and are expected to continue in the foreseeable future. Ethnic diversity in the state is still on the rise.

By the year 2005, estimates suggest that the number of Hispanic, Asian, and Filipino students in California will make up 56 percent of the projected total of 7.23 million students (Melendez, 1991).

This trend is also reflected at our own school site, Vineyard Junior High. Since its inception in 1990, Vineyard has experienced increasing growth in its minority population. Demographics for 1992 - 1993 showed the breakdown of the student population to be 3.8 percent Asian, 4.7 percent African-American, 15.1 percent Hispanic, and 75.2 percent Caucasian. By the 1994-1995 school year these demographics had changed to 5 percent Asian, 6 percent African-American, 17 percent Hispanic, and 72 percent Caucasian. This increase in minority populations can also be found in other schools throughout the state. According to state projections, we can only expect this trend to continue.

Documented Research on the Need for Multicultural Education

According to *It's Elementary*, a California state elementary grades task force report, the student's real world experiences must be incorporated into the curriculum in order to make the learning meaningful (1992). This need is also documented in *Caught in the Middle*, a California state middle grades task force report, which recommends that there is a need to "utilize instructional materials which honor individual and group diversity, and which portray positive images and high expectations for students in a multicultural society" (1987, p. 63). This report goes on to emphasize that our legal and moral commitments should "allow diversity among students to be honored and encourage knowledge and appreciation of differences in cultures and value systems (1987, p. 59).

James Banks, director of the Center of Multicultural Education at the

University of Washington, Seattle, believes that educational institutions should be restructured so that all students will acquire the knowledge, skills, and attitudes needed to function effectively in a culturally and ethnically diverse nation and world (Banks, 1993a). One of the five dimensions of multicultural education that he recommends educators use when implementing programs designed to respond to student diversity is content integration (Banks, 1994), in which teachers utilize curriculum that reflects cultural diversity. Banks purports that the goals of multicultural education include all students experiencing an equal opportunity to learn and developing more positive attitudes toward different cultural, racial, ethnic, and religious groups (Bullard, 1992). In order to achieve these goals, students must have readily available resource materials that provide accurate information on the diverse aspects of the histories and cultures of various racial, ethnic, and cultural groups. According to curriculum guidelines of multicultural education established by the National Council for the Social Studies Task Force on Ethnic Studies, learning centers, libraries, and resource centers should include a variety of resources on the history, literature, music, folklore, views of life, and art of different ethnic and cultural groups (Banks, Cortes, Gay, Garcia, & Ochoa, 1992).

One of the major premises of multicultural education is that multicultural literature leads to cultural awareness and understanding qualities essential to living and learning in a multicultural world. Multicultural literature should help all students to understand diverse perspectives, accept and affirm the uniqueness of themselves as well as others, learn about and read materials written by authors from diverse groups, and appreciate and empathize with other points of view (Harris, 1993).

The mission of all school libraries is to provide physical and intellectual

access to ideas and information, including multicultural and multilingual learning resources (Minami, 1993). Books of many cultures help students broaden their knowledge of the world and learn more about themselves in the process. There is a need to choose books relevant to the students' world and to speak to the future world. According to Janet Minami (1993), the director of Media Services for the Los Angeles Unified School District, the criteria for the selection of multicultural, multilingual materials is no different than the criteria for any other print or non-print instructional materials. There are no lesser standards. The same education code compliance, curricular relevance, accuracy of information, organization of content, and technical quality considerations apply. Minami (1993) points out that there are additional considerations for multicultural materials :

- Authorship: What is the author's perspective? Does an author have to be the same ethnicity in order to write about a culture?
- Content: What are the plot and setting? Are the illustrations stereotypical?
- Language: Do the materials contain loaded words that are demeaning?
- Characterization: Are we again stereotyping?
- Theme: Is the theme universal or culturally specific? (p. 4)

When materials are cataloged according to the culture they represent, they are then ready to be used by students and teachers across the curriculum, and the goals of self esteem, equal access, and ownership will have been fostered.

One of the beneficial outcomes of multicultural education is the promotion of racial harmony and understanding. According to O'Neil (1993) "When pupils study the norms and practices of various cultures - and learn how many different cultures have contributed to the American experience - they are

more likely to understand and value diversity" (p. 63). This is in accordance with the findings of the California School Leadership Academy which states that students must be provided with "knowledge about similarities and differences among their cultural experiences, understanding of the ways in which cultural diversity and commonalities contribute to their lives, recognition of the dignity and worth of each person, and respect for the cultural backgrounds of each person" (Birdsell, Matsui, and Solis, 1992, p. 3).

When this fails to occur, misunderstandings, hurt feelings, tension, and conflict may arise. In an ethnically diverse school, a potential for more conflict exists unless there are interventions to improve understanding and tolerance among students. "Schools can help children recognize wounds that racism inflicts on all of us and can help them learn to appreciate, instead of fear, people different from themselves" (Molnar, 1993, p. 59).

Project Objective and Rationale

The objective of this project is to identify and catalog the current resources at our school site and surrounding community that are multicultural in theme or nature and to develop a multicultural listing of these resources that will be cross referenced by content area and culture.

The rationale for the project is that creating such a list will make these resources more accessible to teachers so that they can enhance the multicultural element in the core content of the curriculum that is taught at our school, and thereby help to address the needs of the increasing multicultural population at our school site.

Recent growth in the school's ethnic populations has indicated the need

for a more diversified presentation of subject matter that is contained within the core curriculum. At present there is an extensive volume of multicultural resources in our library which are not being utilized to any large degree due to the fact that the materials are not identified or cataloged according to their cultural significance. The surrounding community holds additional resources which could also be used to enhance the multicultural aspect of the curriculum, if teachers were informed of them.

The school has experienced a growing number of racial incidents which indicates a lack of communication and tolerance between students of different ethnic and cultural backgrounds. A list of available multicultural resources would be helpful to administrators and teachers who wanted to address specific conflicts by increasing students' knowledge, understanding, and acceptance of one another.

Project Design

Awareness was heightened when authors of this project were involved in classes in preparation for the CLAD certificate (Cross-cultural, Language and Academic Development). A need was recognized at Vineyard Junior High School for the inclusion of an increased multicultural perspective in the existing curriculum. The first step was to develop a staff survey (see Appendix A) to find out what percentage of the staff was presently incorporating supplemental multicultural resources in their curricular areas, and what percentage would be willing to incorporate these resources if they were available and easily accessible. According to a staff survey, only 8 percent of teachers presently incorporate supplemental multicultural resources. However, 92 percent

indicated they would be willing to do this if they were aware of what was available and it was easily accessible. The second step in the development of this project was to obtain a list of all books, laser disks, and videos presently in the library, and identify which of these resources fell into the multicultural category. By looking at titles, some were immediately identifiable, but others were not readily apparent and needed further investigation. Once identified, all resources were scanned for content, and brief annotations were written for each one. From this information, an alphabetized list was developed. This list was cross-referenced according to ethnicity and subject area. The next step was to investigate community resources to determine what materials or programs they had to offer which would enhance and support the school library resources. Finally, a staff survey (see Appendix B) was developed to identify multicultural resources held by teachers at the school site as well as experiences/expertise they would be willing to share.

The designed project is a catalog of books, videos, and laser disks currently in the school library, as well as lists of multicultural resources, clubs, organizations and potential guest speakers from the surrounding community. The format of the catalog divides the material into five sections. The first section is comprised of an annotated list of all books, laser disks and videos. The book entries are arranged in alphabetical order by author's name, and also include the title of the book, its city of publication, the publisher, the date of publication and a brief synopsis which indicates the cultural significance. The laser disks and videos are arranged alphabetically by title and also include the date and a brief synopsis. The second section is a cross-referenced list of the above materials according to their ethnic group, and includes only the author and title. These ethnic groups include African American, Asian American, Filipino/Pacific

Islanders, Hispanic, Jewish, Middle Eastern, and Native American. The third section is a cross-referenced list of these same materials according to subject areas, and again include only the author and title. These subject areas include art, language arts, math, music, science, and social studies. The fourth and fifth sections include all of the available staff and community resources.

Limitations

One limitation was to get all staff members to commit to share their personal multicultural resources, or to be available to speak to other classes about personal experiences with or knowledge of other cultures. A small number of them declined, but the majority were more than happy to commit.

Due to past experience, it has been found that guest speakers can also be a limitation because their presentations are not always available for preview. Their personal biases can sometimes reflect a negative view of another ethnic group. This is totally contrary to the purpose of our project. For this reason guest speakers on the list have been limited to persons who have been trained by the staff of the International Place "World of Cultures" program at the Claremont Colleges. These student speakers visit the local public schools to share their experience and knowledge of the diverse cultures of the world.

Once the designed project has been implemented, other limitations may be encountered. If teachers are willing to share their personal experiences with classes other than their own, schedule adjustments may need to be made to free teachers from their classroom responsibilities for a limited period of time. This may involve some administrative resistance. Another limitation may be the

acceptance and willingness of the teaching staff to include the identified resources in their curriculum. An inservice will be conducted by the project developers for the staff of the school to promote the use of the project, to facilitate understanding of how to incorporate it into the curriculum, and to outline the benefits that can be derived from using the identified multicultural resources.

Benefits

The benefits of this project are threefold. First, a more diversified and inclusive perspective will be attained with the greater use of multicultural resources in the curriculum. The staff and students will raise their level of cultural awareness. Secondly, this increased awareness and appreciation for the rich ethnic and cultural diversity that exists within the school will strengthen the self esteem of minority students, and will hopefully reduce racial tensions. Finally, by examining the existing resources in the library, areas that are weak or lacking in available resources can be identified, and future purchases can address this need.

The world students will inherit is one that is rich in diversity. Educators face the important task of instilling in students a sense of pride in who they are, and an appreciation and acceptance of those who are different. If this task is accomplished, our nation will be strengthened and empowered, rather than divided by this diversity. The development and implementation of this project at Vineyard Junior High works toward the achievement of this goal.

Chapter Two: Review of Related Literature

Need for Multicultural Education

By the year 2020 almost half of the students in the United States will be young people of color (Steinberger, 1991). This will present a significant challenge to our nation. James Banks, one of the leading proponents of multicultural education in our country, sees this challenge as the prevailing need to “create a cohesive and democratic society while at the same time allowing citizens to maintain their ethnic, cultural, socioeconomic, and primordial identities” (Banks, 1994, p. 4). Our schools must foster an appreciation of and respect for all students. We must celebrate ethnic and cultural diversity. We must ensure that each student is afforded an equal opportunity to achieve educational success.

According to Carpenter (1994) education has historically “reproduced the traditions, values, and culture of the dominant power structure” (p. 63). The problem with this can be seen in recent statistics (Wyman, 1993) concerning literacy and dropout rates. Twenty-five percent of all students nationwide fail to finish high school. Compare this figure to the 40 percent of Hispanic students and 48 percent of Native American students who drop out. Literacy figures are even more discouraging. Fifty-six percent of Hispanics and 44 percent of blacks were considered to be functionally or marginally illiterate, while only 16 percent of whites fell into this category. Obviously, the traditional educational system is not meeting the needs of these minority students.

Multicultural education, on the other hand, is representative of all cultures. It seeks equal educational opportunities for all students by structuring

the school environment so that it is reflective of the diversity of both that particular school and the society as a whole (Banks, 1994). It even reaches beyond our national boundaries and can be viewed as a “way to deal with global interconnectedness” (Janzen, 1994, p. 9).

As children mature, they go through three stages of cultural awareness (Adams, Pardo, & Schniedewind, 1991/1992). In the first stage they develop an appreciation of their own culture and realize that our society is made up of a variety of other cultures. Second, they begin to look at the dominant culture and critically analyze it, looking for inequalities and ways in which it seeks to maintain the status quo. At this point, they are ready to focus on change, on a personal level as well as at a schoolwide or community level. They should be encouraged to develop their social consciousness in this way and to pursue social activism when it is deemed necessary.

Development of this kind of cultural awareness is fostered by multicultural education. Banks (1993b) traces the indirect beginnings of multicultural education back to the Watts riots in 1965. This led to the militant Black protest movement of the late 1960's and the early 1970's, which, in turn, led to the development of ethnic studies. Multicultural education was not far behind.

A multicultural curriculum is one that calls for inclusion. Students need to be able to see how they fit into the big picture when a class discusses historical events on the world stage, and the part their ancestors had in creating that history. When discussing a period such as the industrial development of the United States, curriculum should include information on “how the Irish canal builders, white Protestant New England women mill workers, Chinese railway construction crews, Jewish garment workers, and enslaved black agricultural

workers made possible industrial development of the United States" (Singer, 1994, p. 286). Knowing where their ancestors fit into the historical picture is critical. It generates a sense of pride and has a favorable effect on self-esteem. According to Farrar (1991) when students see an emphasis placed on the contributions and achievements of their ancestors not only is their self-esteem raised, but their academic performance improves.

It is difficult for students who are born and socialized within the mainstream culture of a society to gain a wider perspective that might give cause for them to question or challenge their cultural assumptions, beliefs and values because families, schools, and communities reflect and reinforce those same values, beliefs, and assumptions. As a result of this narrow, monocultural perspective, mainstream Americans have a difficult time overcoming the stereotypes that are attached to other cultures, races, and religions by members of the mainstream society. Thus the benefits of cross-cultural relationships are lost due to the lack of motivation or ability on the part of the mainstream population to function within other American cultures (Banks, 1991/92).

The world we live in today is one which is diverse and rapidly changing. To ensure that students will be able to develop the skills that will be necessary to survive and function in the world of today and the future, schools need to teach students how to communicate and work within a diverse global community. Multicultural education plays a major role in allowing students to gain these skills as they learn about and are able to interact with one another in a positive and productive manner (Banks, 1994). Multiculturalism allows students and teachers to explore the similarities and differences in human experience, and it shows the broad range of human contributions to historical development (Singer, 1994). "We should teach students that knowledge is a

social construction, that it reflects the perspectives, experiences, and the values of the people and cultures that construct it, and that it is dynamic, changing, and debated among knowledge creators and users" (Banks, 1991/1992, p. 34).

Although the majority of educators agree that multicultural education is crucial in light of America's increasingly diverse population, they do not always agree on what its focus should be. Janzen (1994) delineates two perspectives on multicultural education, assimilation and cultural pluralism. Assimilation acknowledges that Americans came from many places, but holds that once they are in the United States their differences should be merged into a common set of values and concerns. It "accepts the importance of understanding multiple beliefs, but has as its primary goal the amalgamation of all groups in the American mainstream" (p. 9). He refers to this as a "melting pot" versus the "mosaic" of cultural pluralism in which racial and cultural differences are acknowledged and celebrated. Pluralists hold that ethnic groups should "remain intact" and that "their idiosyncratic ways of knowing and acting will be respected and continued" (p. 9). Additionally, they feel that cultural diversity is positive (Melendez, 1995) and is an integral part of the identity of each individual. From this perspective, multicultural education should strive to recognize all cultural groups and present their contributions to the formation of our society truthfully and with respect and dignity.

The past five years have seen an ongoing debate between educators who favor either assimilation or cultural pluralism. One point of concern which is raised by the assimilationists is that cultural pluralism is opposed to the West and to Western civilization. To the contrary, Banks (1991/1992 and 1993) points out that pluralistic multicultural education itself is a thoroughly Western movement. It is firmly grounded in such democratic ideals of the West as

freedom, justice, and equality. However, "it seeks to extend to all people the ideals that were meant only for an elite few at the nation's birth" (Banks, 1993a, p. 23). According to Hilliard (1991/1992) "respect for diversity is the hallmark of democracy" (p. 13). It is not opposed to Western civilization, but seeks to present a "more truthful, complex, and diverse version of the West" which would discuss the ways in which many distinct cultures have "influenced and interacted with Western civilization" (Banks, 1991/1992, p. 34).

Fortunately, Banks does not feel that the two sides in this debate are as far apart as some believe. He argues that "everybody has to make some accommodations" (Brandt, 1994, p. 29). He gives two examples, one from his own childhood and the other from a point of contention in this debate. He says that as a child growing up in the South: "I had to change--but I didn't have to give up all that I was" (p. 29). Specifically, he sang the National Anthem each morning as well as the Negro National Anthem, "Lift Every Voice and Sing." Referring to the current debate, he discusses the issue of classical Western literature versus authors of color being required reading. He says that "students should read Langston Hughes, but also Charles Dickens and Robert Frost" (p. 29).

The aim of multiculturalism is to unify a nation rather than divide it. The notion of *e pluribus unum* - out of many, one - is one which is supported by multicultural education, but the *unum* must reflect the nation's ethnic and cultural diversity. Diverse groups within the nation must be included in the definition of a nation undivided if it is to be a true representation of what America is. All people must look beyond their cultural and ethnic borders and must work together to create a nation that is truly undivided and one that looks to the well-being of all who inhabit it (Banks, 1993a).

To appreciate the world in all its global complexity, we must maintain an open dialogue with people of differing points of view from our own.

Acknowledgement of different experiences and respect for diverse opinions allows us to develop a wider and more rounded perspective which is in keeping with the rapidly changing and complex world in which we live. Multiculturalism promotes and develops this perspective, and rejects the idea that there is only one possible answer that everyone must accept. Rather it recognizes that what we believe to be "true" is constantly changing (Singer, 1994). If society works to restructure institutions so that all citizens are included in new models, those who are presently excluded will add new and diverse perspectives to the nation's mainstream institutions while becoming more effective and productive citizens, and the institutions themselves will then be transformed and enriched (Banks, 1994).

Foundation and Goals of Multicultural Education

Singer (1994) lists ten concepts which he believes will provide a basic foundation for multicultural education. They include:

1. looking at the world critically without allowing our cultural biases to distort our vision;
2. realizing that there is more than one way to interpret an event, idea, or time period;
3. creating a curriculum which is based on inclusion and will therefore generate a sense of pride in all students;
4. being aware of the world as an interdependent network;
5. respecting diverse opinions;

6. not limiting cultural exploration to a single person, event, or work of art;
7. examining the past in order to better understand the present and create a more positive future;
8. respecting individual, ethnic, and cultural differences;
9. working toward an inclusive, integrated national culture;
10. focusing on active, cooperative learning.

Each of these basic concepts is related to one or more of the four goals of multicultural education which have been delineated by James Banks (Bullard, 1991/1992). First, the school must be reorganized so that all students will experience equal opportunities to learn. The gender, socioeconomic standing, culture, or ethnic background of students should present no barrier to their potential for academic success (Atwater, 1993).

Second, positive attitudes toward diverse groups - cultural, racial, ethnic, and religious - must be fostered in all students. Although many educators today discuss the importance of developing tolerance for others, Nieto (1994) claims that there are actually four levels through which students will progress when involved in a successful multicultural program. Tolerance is the first level, followed by acceptance, respect, and affirmation.

Third, decision-making and social action skills must be taught to the students who make up these diverse groups. Students need to acquire the skills necessary to think, decide, and take personal action. In order to take enlightened action, they must first have information that is based on several perspectives. Then they will be ready to analyze situations that occur in society and take appropriate action, enabling them to change the United States into

what it could and should be: many groups working together to live in a nation strong because of its diversity, not in spite of it.

Dimensions of a Multicultural Curriculum

There are five dimensions to the multicultural curriculum (Banks, 1993a). The first is content integration. Minority students often find it hard to identify with subject matter because they do not see it as a reflection of themselves (Steinberger, 1991). According to Banks it is imperative to "illuminate key points of instruction with content reflecting diversity" (Banks, 1994, p. 5). This can be done by recognizing the contributions of key people from several diverse groups, which is called the additive approach. This approach adds special multicultural units to the existing curriculum. Another vehicle for content integration has been called the transformation approach. In the transformation approach, the *regular* curriculum includes a range of cultural perspectives (Ladson-Billings, 1994). The "structure, assumptions, and perspectives of the curriculum" are changed "so that subject matter is viewed from the perspectives and experiences of a range of groups" (Banks, 1994, p. 6). Similarities and differences among these different groups are examined. The advantages to this approach include moving the culture of minority groups to the center of the curriculum and bringing students to the realization that our American culture and civilization is the product of complex interactions between many diverse groups of people.

Whatever approach is taken, it is imperative that these "key points" about which Banks writes adequately reflect cultural diversity. Obviously, the situation cannot remain as it is in many classrooms, where one, or at best, a few

paragraphs in a textbook are set aside to detail the life and accomplishments of Dr. Martin Luther King, Jr. or where a few minutes are set aside to talk about him in conjunction with the school holiday which honors him. This approach "trivializes multicultural education and conveys the idea that diversity issues come into play only during celebratory moments" (Ladson-Billings, 1994, p.23). All students need to know how he dedicated his life to his dream of equality, what that dream ultimately cost him and his family, and the far-reaching effects of his legacy to us. This cannot be accomplished by reading a few paragraphs in a textbook or participating in a once a year celebration.

Furthermore, numerous aspects of our present curriculum are either myths or slanted views of history (Singer, 1992). For instance, in many schools children are still hearing that Columbus discovered the "new world" in 1492. Yet, there was never any question about the fact that this "new world" was not new to the Native Americans who had been there for centuries (Adams, Pardo, and Schniedewind, 1991/1992, Vann and Kunjufu, 1993, and Williams and Pollard, 1992). Additionally, a growing body of facts suggest the pre-Columbian presence of Africans in the Americas (Williams and Pollard, 1992). Yet historically we have looked at the real beginnings of our nation as dating from the arrival of Columbus. Similarly, the study of Indians can be added to the curriculum without really changing the structure of what is being taught. Adding the study of a few "good" Indians (ones that fit in with what the European Americans wanted, like Sacajawea) does not transform the curriculum like the study of Geronimo might (Brandt, 1994). Because he challenged the political and social structure of his time he is usually portrayed in a negative light and mentioned only minimally. Likewise, the Westward Movement assumes that all of the people who mattered were moving West to find a better life and expand

the American territory. But what about the Native Americans? For many tribes the “West” was not west at all, but the center of their world. They viewed these settlers as invaders of their homeland, rather than valiant pioneers (Brandt, 1994). Finally, every child’s ancestors did not come to America on the *Mayflower*. What about the unfortunate Africans who traveled to this country packed into boats with hundreds of others, chained and forced to endure inhuman living conditions (Asante, 1992)? Truth must be the underlying foundation of our educational system.

The second dimension of the multicultural curriculum is knowledge construction. Teachers must help students understand both how knowledge is created and how it is influenced by the race, ethnicity, gender, and social class of the social, behavioral, and natural scientists who create knowledge in their respective disciplines. In addition, it is not static. Rather, it is dynamic and open to debate and change (Banks, 1991).

Prejudice reduction is the third dimension of a multicultural curriculum. Research has shown that while many students enter school with negative attitudes and misconceptions about different racial and ethnic groups, a multicultural curriculum which focuses on positive images of diverse groups can be instrumental in helping students to develop more positive racial attitudes (Banks, 1993a and 1994).

The fourth dimension of the multicultural curriculum is equitable pedagogy. Teachers must modify their teaching strategies so that all students will have an equal opportunity for academic success. Cooperative learning activities have been shown to improve the academic achievement of both African-American and Mexican-American students (Banks, 1994). The competitive atmosphere which exists in many classrooms has actually been

shown to be discriminatory to females and students of color (Adams, Pardo, and Schniedewind, 1991/1992).

The final dimension of a successful multicultural curriculum is the creation of an empowering school culture and social structure, which will "ensure educational equality and cultural empowerment for students from diverse groups" (Banks, 1994, p. 5). Grouping and assessment practices, staff expectations, participation in extracurricular activities, and the overall school climate must be examined carefully to ensure that this equality and empowerment occurs.

Racism and Multicultural Education

Racism has been an issue of concern in our country for many years. Unfortunately, although strides have been made in this area, the problem has not been solved (Molnar, 1989 and 1993; O'Neil, 1993; Pine and Hilliard, 1990; Pollard, 1989; and Totten, 1989). The negative effects of racism can be seen in our society in general, as well as on our school campuses and in our classrooms. Teachers must look at this issue and form conclusions about what they can do to be instruments of change.

Alex Molnar (1989) believes utmost importance that educators realize that the problem of racism still exists. He says that many people assume that this issue was successfully addressed in the 60's during the civil rights movement, but he claims that this is just not so. Several examples support this claim. Across the country we see attacks on minorities and continuing racial stereotypes such as "welfare queen." Fewer black undergraduates were enrolled in colleges in 1985 than in 1960. The founder of the National

Association for the Advancement of White People, also a former grand wizard of the Ku Klux Klan, was elected to the Louisiana State House of Representatives. The Chippewa Indian tribes signed a treaty in the early 1800's giving up what is now the northern third of Wisconsin, but retaining the hunting and fishing rights there. They now face racial slurs and physical intimidation, as well as anti-treaty rights protests as they attempt to exercise these hunting and fishing rights.

This issue is also addressed by John O'Neil (1993). He states that experts on race relations say that racism is still a significant problem in many schools across the nation. Several recent incidents point out the scope of this problem. In Dubuque, Iowa, clashes between black and white students and several cross burnings occurred when the town made an effort to attract more black residents. White students were beaten by black classmates on a high school campus in Berkeley, California. Two black students and one hispanic student were attacked by white students and their faces were smeared with white paint in New York City.

With the trend for school populations to become more diverse with each passing year and the continuing efforts to desegregate schools, O'Neil feels that we need to increase efforts to reduce racial conflict and promote harmony among all of our students. Schools are often more diverse than many of the students' own neighborhoods, and this fact brings with it the potential for more conflict unless the school steps in with appropriate interventions.

Although racism is clearly still a problem, the nature of the problem today is different than it was prior to the civil rights movement of the 60's. Legal protections are now in place so that racial discrimination in employment, housing, and public accommodations is prohibited. However, laws cannot force

people to change their thoughts and feelings. Molnar (1989) asserts that racism still exists in the hearts and minds of many Americans and that it is being passed on to the next generation. What must we do to change this? We need to establish policies and practices which work against the continuation of racism, dispell racial fear, fight ignorance and prejudice, and change norms which work against racial cooperation.

Multicultural education is a vehicle to counter both the causes and effects of racism. According to John O'Neil (1993) a multicultural curriculum is a "prerequisite for racial harmony and understanding" (p. 63). From the perspective of white students, when they study the "norms and practices of various cultures-and learn how many different cultures have contributed to the American experience-they are more likely to understand and value diversity." From the perspective of minority students, while racism attacks their very "sense of self" (Pine, 1990, p. 596) multicultural education is a positive start to combating the effects of racism. According to Aretha Pigford (1993), a former teacher and principal who is currently a professor of education at the University of South Carolina, "I am convinced that there is nothing more important that schools can do for children than *affirm* them" (p. 67).

Molnar (1989) agrees that schools have an important part to play in this task: "Schools are not sanctuaries, and educators cannot shut the classroom door on their responsibility to promote social justice in the face of the powerful manifestations of racism in our culture" (p. 72). Specifically, he advocates that schools discuss racism and its harmful effects, provide classroom as well as schoolwide activities which bring to light the overwhelming effects of racism on both individuals and entire minority groups, and acknowledge and celebrate the strengths and contributions of diverse cultures. Helping students to appreciate

and understand people who are different from themselves and to recognize the wounds that are manifestations of racism and combat them (Molnar, 1993) is a crucial outcome of multicultural education . Of course educators cannot be solely responsible for solving a complex problem like racism. But fostering understanding of, and respect for, diverse groups, and teaching about the destructive effects of discrimination, stereotyping, and prejudice is at least a good start (Totten, 1989). For some children, the school setting may be the only place they are taught to understand that being different does not mean being inferior. There they will come to realize that racism is devastating to all and that we must all be a part of the solution to this problem.

The Importance of Literature in Multicultural Education

With the face of the U.S. student population becoming more and more diverse, schools are now being charged with the responsibility of teaching tolerance and appreciation of the cultures found within this diversity. Schools today need to provide literary experiences “that reflect the multitude of backgrounds from which the children” in our classrooms come (Yokota, 1993, p. 156). Multicultural literature can help fill that need as it is one way for students to learn about and appreciate other cultures.

Books are a primary source of knowledge about the world. Multicultural books offer an excellent opportunity for fostering and increasing cultural awareness (Norton, Rasinski and Padak, Galda and Cox, 1991). Garcia and Pugh (1992) write that multicultural literature can “encourage growth of knowledge about the world,” and “promote positive attitudes toward human diversity” (p. 151). We live in a complex society. Roney (1986) says that

contemporary multicultural stories provide students with data they can use to understand the ethnic diversity of the country in which they live.

An example of this diversity is given by Yokota, Harris, Johnson, and Garza de Cortes (1993) concerning the Asian experience. They point out that Asians are the fastest growing ethnic group in the U.S., with an 80 percent growth rate in the 1980's. This clearly shows a need to offer curriculum, especially literature, to which they can relate. It also points to the need for the mainstream culture to understand a group that is growing so rapidly.

Richard and Ernst (1993) state that we can emphasize the different current lifestyles through the use of multicultural literature. They say that the characters in a book can show the wide range of people from the many different cultural groups in the United States. They also believe that multicultural literature validates both the historical and contemporary experiences of the wide range of ethnic groups in the country.

Books can be an exciting way for children to be introduced to the cultural diversity of our world because they provide an opportunity for an emotional connection with the culture represented in the book read. Multicultural literature can promote cross-cultural understanding with the intent of helping students to understand and appreciate other cultures (Galda and Cox, 1991). Donna Norton (1990) writes that multicultural literature helps "clarify the values and beliefs of other people" (p. 28).

An interesting additional benefit of culturally pluralistic material is that it actually enhances "language and cognitive development in the language arts by providing variety in vocabulary, structures, and forms as they engage readers in such processes as comparing, hypothesizing, organizing, summarizing, and critically evaluating (Garcia and Pugh, 1992, p. 151).

Surveys have shown that teachers are often white, middle class, and have limited experience with people of other cultures. Even if they are of an ethnic minority themselves, they probably are not familiar with cultures other than their own and that of the mainstream culture. In addition, today's teachers have usually been trained in the Western tradition. Multicultural literature can do what these teachers, personally, cannot. It can expose children to a curriculum that, if it is "centered in truth,...will be pluralistic, for the simple fact is that human culture is the product of the struggles of all humanity, not the possession of a single racial or ethnic group" (Hilliard, pp. 91-92, as cited in Alexander, 1994, p.268).

Yokota (1993) feels that literature is the best way, and does the job more thoroughly, of introducing students to information about other cultures in a way that engages the reader. Many of today's books for children involve contemporary main characters who are struggling or working together to deal with misconceptions that lead to misunderstanding between people from different groups. They can provide vicarious experiences from other cultures. This can lead to an understanding of students, and those students' backgrounds, that are different from their own. Multicultural literature can also help to build cultural understanding about the history of a country and its people. Children need to learn about not only their own ethnic and historical roots, but also those of the students with whom they share a classroom. If multicultural books are chosen well, they allow the students to emotionally connect with characters from another culture with the hope that this connection will be transferred to others in the classroom. This experience might encourage them to read further to discover more about that culture or serve as a tool for opening up a line of communication with students of that culture (Norton, 1990).

Reading good multicultural literature is beneficial for all students. For students who fall within the mainstream culture, it offers an understanding of the minority and ethnic experience (Garcia and Pugh, 1992). This understanding can make students aware of the fact that there are valid belief and values systems that are different than their own and that they need to be sensitive to the customs and traditions of others (Norton, 1990). Harris, Yokota, Johnson, and Garza de Cortes (1993) state that children from the mainstream culture need to see characters from other cultures as protagonists to give them value and see that they, too, matter in society and are truly equal. In addition, Norton adds that if the stories are authored by people from within the culture of which they are writing, they teach students within the mainstream culture to appreciate the talents and literary heritage of that culture. They may also bring about an awareness that their culture is not an isolated one and that many contributions have been made to it by various cultural groups (Rasinski and Padak, 1990). Walker-Dalhouse (1992) writes that "incorporating multiethnic literature into the curriculum can expand students' awareness and decrease negative stereotyping of individuals from other cultures" (p.416).

Although multicultural literature can be an important tool in helping all children to develop a healthy sense of self-identity and understand themselves as well as others, it can be especially beneficial to the children of non-mainstream cultures (Walker-Dalhouse, 1992; Norton, 1990). Winfield (1992) states that many kids in school today come from families whose cultures aren't reflected in typical Western tradition literature used in the classroom. The language and customs of the families of these children is outside of the United States' mainstream. Multicultural literature begins to fill the need to appreciate and foster native cultures of the people not born into the dominant society

(Rasinski and Padak, 1990). It can give the non-mainstream students an enhanced understanding of their own culture. The characters in this type of story can provide role models, and foster self and group identity (Garcia and Pugh, 1992). It gives ethnic students an opportunity to see the protagonist in the story as someone like themselves - someone who speaks their same language, has experiences in their same culture, and has the same living conditions. It may be difficult for non-mainstream students to see the value of their culture and feel self-worth if they are only exposed to stories written by and about the mainstream culture. Rasinski and Padak (1990) write that when these children see themselves, their families, and their customs reflected in literature, they also see themselves as important and feel that they really do matter and have a place in society. It increases the understanding of their own culture, builds pride in their heritage, and bolsters self-concept (Yokota, 1993). Richard and Ernst (1993) cite James Banks' (1992) affirmation of this belief when he states that non-mainstream children need to "develop balanced perspectives of their ethnic identities and positive attitudes toward these identities" (p.88).

First-hand experiences of teachers have shown that non-mainstream students who have previously resisted other types of instruction have bought into lessons and literature that reflect their culture in a positive light, becoming involved and interested (Strickland, Morrow, Edwards, Beasley, Thompson, 1991). Roney (1986) writes that often a character in a story might find himself in a situation similar to one suffered by a student in the class. This could provide an opportunity for the student to discuss how it feels to be discriminated against without actually talking about himself, which he might find difficult, embarrassing, or hurtful. Good multicultural literature can not only help teachers to deal with the racism suffered by their students, but can also model

positive race relationships for children (Marzollo, 1991).

Multicultural books open children's eyes to the fact that although other cultures may appear vastly different on the surface, further exploration will reveal that there are amazing similarities (Galda and Cotter, 1992). According to Barry (1990), people everywhere are basically the same, and children need to see that. Through literature they will come to understand that people everywhere have many of the same emotions, needs, desires, and common experiences. Discovering these commonalities will more easily lead to acceptance of others.

Barry goes on to say that children should be taught to value differences, rather than feel disdain for them. She gives this example.

Cultural pluralism stresses a new interpretation of the word *different* as applied to cultural differences. This is illustrated by the story of a Westerner who saw his Oriental friend putting a bowl of rice on his grandfather's grave and asked "When will your grandfather get up to eat the rice?" To which his friend replied, "At the same time that your grandfather gets up to smell the flowers you put on his grave." Different means different, not better than or worse than. (Harry N. Rivan, cited in Cuch, 1987, p. 65)

It is one thing to tell children that just because something is different that does not give it less value, but it is another thing to make them believe it. However, when they read a selection that points out the same idea, but within the context of a story and characters they can relate to, the message takes on real meaning.

Richard and Ernst (1993) have written about a new problem that has been revealed in the process of cultures trying to understand each other --- "noise." It is defined as misinterpreting of another's words or actions due to language or cultural differences. This problem is now addressed in some of the

more recent multicultural literature. Stories which deal with cultural noise can provide a jumping off point for classroom discussions on how this could cause problems in real life. They would encourage children to think of others' viewpoints of a given situation before jumping to conclusions that might lead to unnecessary trouble.

Richard and Ernst go on to say that multicultural literature is also helpful to teachers. It reinforces that fact that not everyone has the same values and perceptions as the instructor. The character's values in a story may vary greatly from the teacher's and this could lead to an exploration of why this is so.

Multicultural literature can provide an introduction to other cultures through all aspects of a story (Yokota, 1993). Rasinski and Padak (1990) write that since literature can tell stories of human events and actions and not just give facts as a text might, it can touch hearts in addition to minds. Since a story can be told from the point of view of people who have lived the events, it has the power to really reach a reader and move and move them to action.

The setting description, the events in the plot, the actions and words of the characters, and the treatment of the overall theme can all be reflective of and informative about a culture. Marzollo (1991) states that multicultural literature can also teach history and geography in a way it will be remembered, within the context of a story. Norton (1990) adds that it expands a student's understanding of how geography and history have caused changes in society. This helps children to understand how the past and present are interconnected.

Stories, especially folk tales and myths, can convey insights into another culture (Athanasios, Christiano, and Drexler 1992). Norton (1990) believes that traditional folklore from many cultures helps children develop an awareness of different languages and customs. Folklore can portray the themes and values

that are important to a culture. She states that myths from a culture are especially important for several reasons. Not only do they support and validate the social order within the culture, but they teach people how to live within that culture.

Literature can help develop children's awareness of social and cultural problems that may need to be addressed. It can provide the motivation to discuss and deal with societal issues (Rasinski and Padak, 1990). Williams (1991) writes that multicultural literature shows how people from other cultures have resolved social problems for themselves and others. This allows children to see that social issues are not isolated to their social studies curriculum, but permeate all aspects of life. The more knowledgeable they become about other cultures and values, the more prepared they will be to live in a multicultural world where they must respect the rights and dignity of others.

Rasinski and Padak (1990) feel that literature can play an important role in the decision-making model. Richard and Ernst (1993) support this when they write that reading about characters of other ethnicities is the first step to understanding people of other ethnicities. They say that the stories lead to discussions of real situations which examine the social norms and values that we have to deal with in society. Rasinski and Padak (1990) believe stories enable students to analyze and evaluate the action portrayed in the book. They give them an opportunity to decide how they can respond to issues and problems related to other cultural groups. Williams (1991) says discussion of the characters' problems may encourage students to consider alternative ways to solve common human problems. This gives students the experiences and backgrounds that will influence their decisions in a culturally pluralistic world (Yokota, 1993).

Rasinski and Padak (1990) state that multicultural literature empowers students to engage in social action. It encourages them to take positive action because their hearts have been touched through literature. It enables them to become people who can change the world.

This review of the literature supports the “need to make classroom materials relevant to the students’ world and to speak to the future world the students will face” (Van Ausdall, 1994, p. 32). Today’s students are tomorrow’s global society. In order for them to work together to build a future and share its benefits, they must be able to understand and appreciate cultures other than their own.

Chapter Three: Development of Resource List and Inservice Plan

Rationale

The idea to develop a multicultural resource list from resources currently in the possession of Vineyard Junior High School, including books, magazines, audio and video tapes, and other realia arose, in part, because there was not any system of organization in place that identified materials as multicultural in nature. There was also little, if any, communication between departments or staff members about multicultural materials that had been purchased by individuals or departments for use in the classroom. By identifying and cataloging these materials, a centralized list was developed that allows all teachers to have access to what is available at our school site. This eliminates the possibility of duplicating materials or of under-utilizing materials because of a lack of knowledge of their existence.

In the past, our student population has been fairly homogeneous. The recent influx of students of varying cultural and ethnic backgrounds into our community schools has brought about an increased awareness of the need for inclusion of multicultural materials in the curriculum. The writers and publishers of textbooks that have been recently adopted by the state of California have made an increased effort to give recognition to the contributions and achievements of minority groups and individuals. Material that includes mention of cultures, traditions, and customs of people from all over the world has replaced that which only reflected the culture, ethnicity, and achievements of those in the mainstream. However, this change has been more for the purpose of recognition and less for that of inclusion. A footnote at the bottom of

the page or a paragraph or two that makes slight mention of an achievement, custom, or contribution made by a group or individual from another culture or race does not really address the issue of inclusion in a way that is viewed as significant either by the minority or majority student population. Instead, it seems to be a token reference made to justify the claim that the multicultural element is embedded in the curriculum design. Inclusion cannot be accomplished by an occasional reference in a textbook. Inclusion can, however, begin to take hold when the total school experience encompasses and recognizes the beliefs, cultures, and achievements of all its students.

The multicultural reference list is designed to augment the existing curriculum with multicultural themes and content materials that go beyond the scope of mere references in class textbooks. It is a way in which inclusion can be accomplished in the curriculum without the expense of added programs and materials at a time when schools are experiencing budget cutbacks and fluctuating state support. Instead, the multicultural resource list makes it possible for teachers to tailor a program that fits the needs of students in the school without having to purchase or plan for new programs that are a drain on the finances and time constraints under which schools must operate. In addition to books and materials, the list also includes the names of individual members of the faculty who are willing to share with students either their own background, culture, or personal experiences which reflect some aspect of multiculturalism. Guest speakers from the International Place "World of Cultures" program, sponsored by the Claremont Colleges, are also on the list. By including these resources, multicultural education takes on a more personal and meaningful perspective which students will more likely relate to than written or visual materials alone.

One of the main purposes for developing an on-site multicultural resource list is to inform teachers of the multicultural materials presently available to them within the school and surrounding community. This makes these materials more accessible, convenient, and more likely to be utilized. The list is entered into the main library computer for easy access by students and teachers alike. In addition, a hard copy of the list will be provided to each teacher in the fall of 1996 when the program will be implemented. The list will be updated on a regular basis as new materials are purchased or as new resources are identified. It will also serve as an indicator of which multicultural areas are in the greatest need for additional resources. Therefore, the librarian will be more aware of what categories of materials to order from current multicultural book lists when money becomes available. This also provides an easy way to expand the list to include new groups which fall under the minority category as the need arises and money, time, and district approval permit.

Support for the Project

With the rapid growth of minority populations in the state of California comes the increase of minority students in the state's public school system. By the year 2005, estimates suggest that the number of Hispanic, Asian, and Filipino students will make up 56 percent of the projected total of 7.23 million students (Melendez, 1991). In adhering to state regulations, and in response to the increasing numbers of minority students who have and continue to be enrolled in the Alta Loma School District, the policy of the district requires all new teachers to obtain CLAD or BCLAD certification (Cross-cultural, Language, and Academic Development). To obtain certification, individuals must learn

about the culture and language of minority groups that make up the largest percentage of immigration to the state of California. Teachers are educated to be more sensitive to the struggle most immigrants endure as they adapt to their new surroundings and to become aware of some cultural behaviors and customs that may seem strange to the mainstream population. They are also trained to use certain educational methods and techniques that enable minority students to advance academically since they may be having to learn a new language as well as how to fit into a culture that is new and sometimes very different from their own.

While the CLAD/BCLAD certification requirement ensures that all new incoming teachers will have received this multicultural training, there is no enforced requirement for this type of training for teachers who have been working in the field of education for many years, and who view this type of program as just another swing of the educational pendulum. In order for a new concept or a new program to be successful in gaining teacher acceptance and involvement, it should allow some degree of teacher input in its development. It should be one that invites rather than dictates participation.

The design of this master's project, the creation of an on-site multicultural list and inservice support on how to integrate it within existing curriculum requirements, addresses both of these requirements. Teacher input was invited in the form of an interest and need survey (see Appendix A) which indicated a need for the program. Assessment surveys (see Appendix C and Appendix D) will allow teachers and students to rate the success of the program and to suggest improvements. By taking this approach, greater numbers of teachers will give their support and approval to the concept.

As a Blue Ribbon School, Vineyard has been distinguished as a model

middle school. Many representatives from schools around the country visit the school to gather information and ideas about developing and implementing programs that are successful. In keeping pace with current trends and issues, the administration welcomes suggestions and ideas about how to make the school environment inviting and inclusive for all students. Adopting and supporting programs that uphold and strengthen Vineyard standards reflects well on the administration. The multicultural list that has been developed for this master's project addresses the above issues and should receive the full support of the school administration. Once the program is established and begins to demonstrate success in achieving the goals of greater inclusion and acceptance, the program has an even better chance of expanding its focus and accomplishing new and future goals.

Development of the Multicultural Resource List

The first step taken in the development of this master's project was to formulate a needs assessment survey (see Appendix A) which was used to poll staff members on their opinions with regard to two main issues: was there a need for a multicultural component to increase awareness and understanding between different racial and cultural groups, and would they be interested in the addition of one to the existing curriculum. The survey was also used to find out what percentage of the staff was presently incorporating supplemental multicultural resources into their curricular areas and what percent would be willing to do so if the resources were available and easily accessible. The results of the survey showed that only eight percent of the teachers at Vineyard presently incorporate supplemental materials into their curriculum, but that a

large majority (92 percent) would be willing to do so if they were aware of what was available and if the resources were easily accessible. The staff was given more ownership for the project when they were surveyed (see Appendix B) as to what kinds of resources they had in their classrooms and at home that they would be willing to share with other staff members. The survey also asked if any members of the staff had personal experience that would lend itself to a discussion about any aspect of multiculturalism or had knowledge about a particular culture or cultures that they would be willing to share. By including teachers in the planning and development of the project, a connection was established from the very beginning between the teachers on our staff and this project.

A list was then compiled of the entire collection of books, laser disks, and videos currently in the school library. A computerized as well as a manual check was made to identify which materials fell into the multicultural category. Some resources could be identified by the title, but those with ambiguous titles were individually searched and screened. Once the materials had been identified and compiled into a list, the next step was to pull each one from the library shelf and write a short annotation describing the content and nature of the text. An alphabetized list was then made using the authors' last names, and this list was cross-referenced according to ethnicity and subject area. A search of local community resources that might contribute materials or speakers to the list was made by contacting various religious and educational facilities. The final step in compiling the list was to enter the types of multicultural materials that had been identified in the Staff Multicultural Resource Survey (see Appendix B).

The multicultural resource list is divided into five sections. The first

section contains an annotated list of all books, laser disks, and videos that are available at the school. Books are listed in alphabetical order by authors' names, including the title of the book, the city of publication, the publisher, the date of publication, and a brief synopsis which also indicates cultural significance. The laser discs and videos are arranged alphabetically by title and also include the date of publication and a brief synopsis. The second section of the list is a cross-referenced list of the above materials according to their ethnic group, and includes only the author and title. These groups are African American, Asian American, Filipino /Pacific Islanders, Hispanic, Jewish, Middle Eastern, and Native American. The third section is a cross-referenced list of these same materials according to content areas, and again include only the author and title. The content areas are art, language arts, math, music, science, and social studies. Ethnically arranged, the fourth section is a list of staff resources. The fifth and final section includes a listing of all the available community resources for multicultural materials, information, and guest speakers.

Staff Inservice Training

The training of staff members on how to incorporate multicultural literature and other resources into their specific curricula will be done through inservices conducted by writers of this project. Teacher-directed inservices used to train staff and introduce them to new ideas and methodology are efficient and cost-cutting measures that are encouraged by the district and the school administration.

Inservicing conducted by staff members for the benefit of other staff

members at the school promotes greater ownership for those that are targeted to receive the training. This is due to the familiarity, trust, and friendship that staff members have for one another. Although some staff might not initially agree with the concept or perhaps not be interested in becoming involved with the project, they will more than likely give the time to at least hear what is being recommended if it is their friends or peers who are presenting the information.

To encourage teachers to participate in the program, the inservice will include examples of ways that supplemental multicultural materials can be incorporated into the various curricular areas. A "hands on" approach will be taken by asking teachers to bring their curriculum outlines and lesson plan samples to the inservice. The value of using "real plans" is to show teachers how to use the list of available multicultural resources to add a new and more inclusive dimension to their original lesson. The first inservice, held prior to the start of school in the fall, will introduce the project to staff members. The goals, projected outcomes, and the benefits to teachers and students who participate in the program will be explained. Individual departments will be inserviced one at a time during the monthly department meetings. A final meeting of all departments will be held near the end of the school year to evaluate the program. Areas that will be looked at by the project developers will include the percentage of staff participation, the frequency of use of the multicultural resources listed, the ease of incorporation into pre-existing lesson plans, and the accessibility of resources when needed. An evaluation form (see Appendix C) will be given to all teachers to gather staff feedback and personal assessments as well as suggestions for improvement.

Finally, incentives for incorporating multicultural resources into existing curricular areas and for long-term commitment to the program will be offered

to the staff in several ways. One incentive is that staff members who participate in the program will be able to count it as professional growth hours. Teachers who participate in the program will also be honored for their commitment to establish better communication between all racial and ethnic groups on campus and for developing a more inclusive atmosphere at the school. This special recognition will take place at the awards ceremony in June, and honorees will be presented with a special certificate by Vineyard's principal. In addition, each month of the school year beginning in October, a drawing will be made from the names of teachers who have used multicultural materials found on the list to supplement lesson plans. The librarian will record the names of teachers who have checked out these materials, and the winner of the drawing will get to make a selection from a list of software that will be purchased by the school for them for use in their own classroom. The funds for this activity will come from the principal's budget.

Hopefully, as time goes by, teachers will recognize the biggest and best incentive for including multicultural themes and interest areas in their curriculum will be in the positive change of attitude demonstrated by the students in their behavior towards others from diverse cultures. By developing curriculum that does not just pay lip service, but that actually explores and teaches about the values, beliefs, contributions, and historical significance of non-mainstream cultures, a greater sense of unity and inclusion can be achieved. With increased understanding, awareness, and acceptance should come less prejudice, less conflict, and less strife among members of the student body. This is the main goal of this program, and the best reward for all involved.

Chapter Four: The Evaluation Process

Evaluation of the Program

The evaluation of the program will be carried out in several ways. First, the staff will be given an evaluation survey (see Appendix C) at the last staff meeting of the school year. The evaluation will ask for input on the value of the program, how often resources from the developed list were used, student interest in the supplementary materials, the program's effectiveness in raising self esteem of minority students, and whether or not there was a heightened awareness, acceptance, and interest on the part of mainstream students. Another area that is included on this survey is input from the staff on the quality of the presentations provided by the guest speakers who were included on the list. The teachers will also evaluate the program on its ease of implementation into their curriculum, the availability of materials, the length of time that they could be used, the variety of materials that could be found in the resource list, and the effectiveness of the inservice training. The survey will also ask if they intend to use the resource list on a regular basis for the upcoming year. In addition to the survey questions, the staff will be asked to give their input as to any changes they would like to see in the program, such as areas that they feel were lacking in resources, or suggestions for new materials or new areas that they would like to see added to the list.

A student survey (see Appendix D) will be another tool of assessment in the evaluation of the program and will be filled out by the students in all homerooms. The students will be asked to provide input on whether or not they feel that the subjects taught are truly reflective of the experiences and

contributions of minority groups and in what classes they felt that this did or did not happen. They will also be asked to comment on whether they think it is important to include the contributions and achievements of those people who are not in the majority or who have not been traditionally mentioned in the textbooks of old. They will be asked if the inclusion of such materials seems to have a positive effect on the student population, reduces tensions, as well as increases communication and understanding between students at the school. They will also be asked to respond in a personal manner as to how they have benefited from the inclusion of multicultural materials in the lessons.

A third part to the evaluation process will be a tally, by ethnic groups, of materials being checked out from the library by teachers or students. This will be used to determine whether or not the supplemental multicultural resources are being incorporated into the curriculum.

In the initial assessment survey, the majority of the staff felt that promoting cultural awareness would decrease interracial conflict. In order to see if this has occurred, the final aspect of the evaluation of this program will be a comparison of the number of incidents of interracial conflicts that occur from one year to the next.

Future Goals

To build and maintain success on a long-term basis, new multicultural resources need to be continually added to the library. The greatest areas of need at the present time are laser disks and video tapes in all cultural areas and additional books related to the Filipino/Pacific Islander culture. The availability of funds will determine the rate at which these materials will be

purchased.

The multicultural resource list will also need to be expanded to include other cultural groups, and as finances and support for the project increases the goal will be to include other types of minorities to the list.

One final objective is to continue to promote the program through the yearly inservices to increase teacher participation and to encourage teachers who have utilized these resources to continue to do so.

Appendix A:

MULTICULTURAL SURVEY

1. Do you presently use supplemental multi-ethnic literature materials or human resources?

	No		Average		Very much	
Scale:	0	1	2	3	4	5

Comments:

2. Would you use it if it were readily available and easily accessible?

	No		Average		Very much	
Scale:	0	1	2	3	4	5

Comments:

3. Do you know what multicultural resources are available in our library and within the community?

	No		Average		Very much	
Scale:	0	1	2	3	4	5

Comments:

4. Do you think promoting cultural awareness within our content areas would decrease interracial conflict within our school community?

	No		Average		Very much	
Scale:	0	1	2	3	4	5

Comments:

Appendix B:

Staff Multicultural Resource Survey

1. Do you presently have in your classroom any multicultural resources including books, videos, realia, slides or photographs that you would be willing to share with staff members at your convenience?
2. Do you have any personal experiences in or knowledge of other cultures listed that you would be willing to share with students in the classroom? Your class would be covered by the requesting teacher.

Multicultural Resource List: Please check all areas that apply to you.

<u>Culture</u>	<u>Books</u>	<u>Videos</u>	<u>Music</u>	<u>Realia</u>	<u>Photos/Slides</u>	<u>Personal Experience</u>
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African American

Asian American

Filipino/Pacific Islander

Hispanic

Jewish

Middle Eastern

Native American

Appendix C:

Staff Evaluation of On-Site Multicultural Resources

1. Do you feel the inservice training on how to use the multicultural resources available at our site was effective?
2. How often did you use the resources in your classroom?
3. Comment on the ease of implementation of the resources into your curricular area.
4. Were the materials available when you needed them?
5. List any guest speakers that you invited to your classroom. What cultures did their presentations cover? Would you recommend this speaker to other staff members?

For statements 6-9, rate the effectiveness of the multicultural resources on a scale of 1-5, 5 being highest.

6. Student interest in multicultural resources.

1 2 3 4 5

7. Effectiveness in raising self-esteem in students of non-mainstream cultures.

1 2 3 4 5

8. Heightened awareness and acceptance of and interest in cultures other than their own.

1 2 3 4 5

9. Effectiveness of reducing racism in the classroom or on campus.

1 2 3 4 5

10. Are there any cultural areas that you feel are lacking in our resources?

11. Are there any additional resources that you would like to see made available?

12. Do you intend to use these multicultural resources in the upcoming year?

Appendix D:

Student Evaluation of Multicultural Resources

1. In which classes did you learn about contributions by people of non-mainstream cultures?

2. Think about people you have studied from other cultures. Give examples of their contributions.

3. Why is it important to include the contributions of people from diverse cultures?

4. Has the inclusion of multicultural resource materials in the curriculum increased communication and understanding between students on campus? Has it reduced racial tension? Give examples.

5. How have you benefited from the inclusion of these materials in the curriculum. Please explain.

Appendix E:

Multicultural Resources

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Annotated Bibliography

Books

Aaseng, Nathan. *Dwight Gooden*. Minneapolis: Lerner, 1988.

The biography of a black man who realized his dream of playing for a major league baseball team.

Aaseng, Nathan. *Jose Canseco*. Minneapolis: Lerner, 1989.

The story of a young man who became a professional baseball player with the American League.

Abdul-Jabbar, Kareem. *Kareem*. New York: Random House, 1990.

Autobiography of one of the best players in basketball history. He was a star at UCLA during his college years and was named most valuable player five times during his professional career in the NBA.

Abrahams, Roger D. *African folktales: Traditional stories of the black world*. New York: Pantheon Books, 1983.

Illuminates a vast and ancient tradition of storytelling across the African continent.

Adair, Gene. *George Washington Carver*. New York: Mook and Blanchard, 1989.

A biography of the African American whose scientific research revolutionized the economy of the South.

Adams, Barbara Johnston. *The picture life of Bill Cosby*. New York: Franklin Watts, 1986.

Follows the life and career of the popular black entertainer, from his childhood in Philadelphia to his success as a comedian and actor.

Adams, Faith. *Nicaragua: Struggling with change*. Minneapolis, Minnesota: Dillon Press, 1987.

Discusses the history and culture of the Nicaraguan people and contemporary life in this country torn apart by conflicting forces in the twentieth century.

Adams, Patricia. *The story of Pocahontas*. New York: Yearling Books, 1987.

The story of a young Indian girl's life in early colonial America.

Adams, Russell L. and Winslow, Eugene. *Great Negroes, past and present*. Chicago: Afro-American Publishing Company, 1969.

Brief one-or two-page biographies of important Negroes from ancient to modern times and from many professions including science, education, art, music, and religion.

Altshuler, David A. and Davidowicz, Lucy S. *Hitler's war against the Jews: A young reader's version of the war against the Jews, 1933-1945*. New York: Behrman House, 1978.

Discusses the growth of anti-Semitism in Germany from the sixteenth century until the Holocaust during the twentieth century.

Amdur, Richard. *Menachem Begin*. New York: Chelsea House, 1988.

A biography of the Israeli prime minister who shared the 1978 Nobel peace prize with his former enemy Anwar el-Sadat for their efforts to end the Arab-Israeli conflict.

Andrews, Elaine K. *Indians of the plains*. New York: Facts on File, 1990.

Examines the history, culture, changing fortunes, and current situation of the various Indian peoples of the Great Plains region.

Armstrong, Jennifer. *Emily of the Wild Rose Inn*. New York: Bantam Books, 1994.

Emily is content spending her days sailing and working at the Wild Rose Inn.

The rift between the North and South is growing. When a wealthy family stays at the inn with their slave, will she do what is right?

Arrick, Fran. *Chernowitz!* New York: New American Library, 1983.

A boy who suffers anti-Semitic abuse at the hands of a classmate during his 9th and 10th grade years plots revenge against his tormentor.

Aufderheide, Patricia. *Anwar Sadat..* New York: Chelsea House, 1985.

A biography of Anwar Sadat: soldier, statesman, and the president of Egypt.

Bachelis, Faren Maree. *The Central Americans.* New York: Chelsea House, 1990.

Discusses the history, culture, and religion of the Central Americans, factors encouraging their emigration to North America and their acceptance as an ethnic group there.

Baines, John, and Malek, Jaromir. *Atlas of ancient Egypt..* New York: Facts on File, 1980.

History of ancient Egypt presented through both maps and text.

Barnett, Jeanie M. *Ghana.* New York: Chelsea House, 1988.

Surveys the history, topography, people, and culture of Ghana, with emphasis on its current economy, industry, and place in the political world.

Baynham, Simon, and Pimlott, John. *Africa from 1945.* New York: Franklin Watts, 1987.

Discusses, in text and illustration, the history of Africa from the nineteenth century to the present with emphasis on the impact of colonialism, the struggle for independence, and the continent's uncertain future.

Beaton, Margaret. *Syria.* Chicago: Childrens Press, 1988.

Discusses the geography, history, people, economy, and customs of the ancient land of Syria.

Bedoukian, Kerop. *Some of us survived: The story of an Armenian boy*. New York: Farrar Straus Giroux, 1978.

A true account of the almost forgotten genocide of Armenians by the Turks as witnessed by a young boy who survived the death march from Sivas to Aleppo.

Bell, Marty. *The legend of Dr. J.* New York: New American Library, 1976.

A biography of a famous black basketball player.

Bennett, Lerone. *Before the Mayflower: A history of Black America*. Harmondsworth: Penguin Books, 1982.

Classic history of Black Americans from their roots in Africa to their lives in contemporary America which traces history from its origins in the great empires of Western Africa, the transatlantic journey to slavery, through reconstruction and civil rights upheavals of the 1960's and 70's.

Bentley, Judith. *Archbishop Tutu of South Africa*. Hillside, New Jersey: Enslow Publishers, 1988.

Traces the life of the clergyman from his early years in Klerksdorp, South Africa, to his current crusade for peace in that strife-torn country.

Bentley, Judith. *Busing*. New York: Franklin Watts, 1982.

Explains why busing was introduced, resistance to busing, its success and failure as a tool for desegregation, and alternatives to busing.

Berdan, Frances. *The Aztecs*. New York: Chelsea House, 1989.

Examines the culture, history, and changing fortunes of the Aztec Indians.

Berger, Melvin. *The world of dance*. New York: S.G. Phillips, 1978.

Discusses the importance of dance in cultures throughout the world and describes the various forms of dance and their development from ancient times to the present. Also highlights important movements and major dancers of recent times.

Bernotas, Robert. *Sitting Bull*. New York: Mook and Blanchard, 1992.

Chronicles the life of the Indian chief Sitting Bull.

Beshore, George. *Science in Ancient China*. New York: Franklin Watts, 1988.

Surveys the achievements of the ancient Chinese in science, medicine, astronomy, and cosmology, and describes such innovations as rockets, wells, the compass, water wheels, and movable type.

Beshore, George. *Science in early Islamic culture*. New York: Franklin Watts, 1988.

Discusses the extraordinary scientific discoveries and advancements in the Islamic world after the birth of Mohammed in 570 and their impact on Western civilization in subsequent centuries and today.

Bierhorst, John, and Parker, Robert Andrew. *The monkey's haircut, and other stories told by the Maya*. New York: Morrow, 1986.

A collection of twenty-two traditional tales from the Mayas, including "How Christ Was Chased" and "The Corn in the Rock".

Bierhorst, John. *The mythology of North America*. New York: William Morrow, 1985.

Describes the background of the myths of the Indian cultures of the North American continent, some of which have the same themes as myths of other world cultures.

Bierhorst, John. *The mythology of South America*. New York: William Morrow, 1988.

Discusses the mythology from Indians of various regions of South America,

describing origins, comparing the similar tales, and presenting some of the myths themselves.

Billard, Jules (Ed.). *The world of the American Indian*. Chicago: National Geographic, 1989.

Depicts the fascinating life-styles of Native Americans.

Bisson, Terry. *Nat Turner*. New York: Mook and Blanchard, 1992.

A biography of the slave and preacher who, believing that God wanted to free slaves, led a major revolt.

Bonvillain, Nancy. *Hiawatha*. New York: Mook and Blanchard, 1992.

Examines the life and career of the fifteenth century Iroquois Indian.

Book, Jaca (Ed.). *Civilizations of America*. Milwaukee: Raintree, 1987.

Looks at the various groups of people who inhabited both North and South America.

Book, Jaca (Ed.). *Civilizations of Asia*. Milwaukee: Raintree, 1987.

A history of Asia from the Paleolithic period to the birth of Indochina.

Book, Jaca (Ed.). *Civilizations of the Middle East*. Milwaukee: Raintree, 1989.

A history of the Middle East from 7000 B.C. to the second century A.D.

Bradford, Sarah. *Harriet Tubman: The Moses of her people*. Gouscester, Massachusetts: Peter Smith, 1987.

A biography of a former slave who dedicated her life to leading her people to freedom.

Brady, Jennifer. *Jambi and the lions*. Missouri: Landmark Editions, 1992.

Jambi, a young Kenyan boy who has befriended a lion cub, tracks a band of

poachers who have captured some of the lions in the cub's pride.

Brenner, Richard J. *Michael Jordan and Magic Johnson*. New York: East End Publishing, 1989.

A look at these two outstanding black athletes and their success in the world of professional basketball.

Brenner, Richard J. *Shaquille O'Neal*. New York: East End Publishing, 1994.

Details the accomplishments of this famous black basketball player who excelled in both college athletics as well as in the NBA.

Brightfield, Richard. *Master of Tae Kwon Do*. New York: Bantam, 1990.

A fictional story set in Korea.

Brill, Marlene Targ. *Libya*. Chicago: Children's Press, 1987.

Discusses the geography, history, religion, economy, people, and everyday life of the North African country.

Britten, Loretta (Ed.). *African Americans: Voices of triumph--creative fire*. Alexandria, Virginia: Time Life Custom Publishers, 1994.

African American musicians, filmmakers, painters, sculptors, and writers help shape the culture not only of the United States but of the world.

Britten, Loretta (Ed.). *African Americans: Voices of triumph--leadership*. Alexandria, Virginia: Time Life Custom Publishing, 1994.

A heritage of African leadership in business, science and invention, religion, education, and politics.

Broberg, Merle. *Barbados*. New York: Chelsea House, 1989.

Surveys the history, topography, people, and culture of Barbados, with emphasis on its current economy, industry, and place in the political world.

Brown, Dee Alexander. *Bury my heart at Wounded Knee*. New York: Holt, Rinehart & Winston, 1971.

A documented account of the systematic plunder of the American Indians during the second half of the 19th century during the years of Western expansion.

Brownstone, David M. *The Jewish American heritage*. New York: Facts on File, 1988.

Explores the history, culture, and contributions of Jews in America from the arrival of the earliest settlers to the present day.

Bunson, Margaret. *Ancient Egypt*. New York: Facts on File, 1991.

The history of Egypt from 3200 B.C. to 1070 B.C.

Butler, Francelia. *Indira Gandhi*. New York: Chelsea House, 1986.

Describes how Indira Gandhi's life was intertwined with the political development of India, eventually leading her to become prime minister.

Cahill, Mary Jane. *Israel*. New York: Chelsea House, 1988.

Surveys the history, topography, people, and culture of Israel, with emphasis on its current economy, industry, and place in the political world.

Calloway, Colin G. *Indians of the Northeast*. New York: Facts on File, 1991.

Describes the Native American tribes of the Northeast, the Narragansett, the Abnaki, the Iroquois, and the Nanticoke, and the influence on them of their early contact with Europeans.

Calvert, Patricia. *The hour of the wolf*. New York: Scribner's, 1983.

Following his suicidal attempt, a loner and a loser who has never lived up to his father's expectations is sent to Alaska, where he subsequently enters the annual thousand-mile-long Iditarod Trail Race from Anchorage to Nome in memory of his Athabascan friend who dies.

Carlin, Richard. *Man's earliest music*. New York: Facts on File, 1987.

Introduces music, its terms, characteristics, role in society, and instruments, and discusses the earliest music created by primitive people, Pacific Islanders, Africans, and American Indians.

Carter, Forrest. *The education of Little Tree*. Albuquerque: New Mexico Press, 1976.

Autobiographical remembrances of life with the author's Cherokee grandparents.

Cave, James (Ed.). *African Americans: Voices of triumph--perseverance*. Alexandria, Virginia: Time Life Custom Publishing, 1993.

A look at black history and culture beginning with the Songhai Empire to the current struggle for civil rights.

Chaikin, Miriam, and Friedman, Marvin. *Ask another question: The story and meaning of Passover*. New York: Clarion Books, 1985.

Acquaints readers with the Jewish holiday of Passover.

Chaplik, Dorothy. *Up with hope: A biography of Jesse Jackson*. Minneapolis: Dillon Press, 1986.

Follows the life of the influential civil rights leader, covering his childhood, education, and work in the civil rights movement.

Chiasson, John C. *African journey*. New York: Bradbury Press, 1987.

Describes in text and photographs how nature dictates the way of life for people in six different regions of Africa.

Choi, Sook Nyul. *Year of impossible goodbyes*. New York: Doubleday Dell Printing Group, 1993.

Incredible story of one family's love for each other and their determination to risk everything to find freedom. This story is set in 1945 in Korea when it is

occupied by Japanese troops.

Clark, Ann Nolan and Charlot, Jean. *Secret of the Andes*. New York: Puffin Books, 1952.

An Indian boy who tends llamas in a hidden valley in Peru learns the traditions and secrets of his Inca ancestors.

Clayton-Felt, Josh. *To be seventeen in Israel: Through the eyes of an American teenager*. New York: Franklin Watts, 1987.

Provides a view of Israeli society through the eyes of a visiting seventeen-year-old American, describing family life, schools, the army, recreation, and other aspects.

Coerr, Eleanor. *Sadako and the thousand paper cranes*. New York: Perma-Bound, 1977.

The true story of a young girl in Japan who develops leukemia ten years after the bombing of Hiroshima.

Cohen, Barbara. *People like us*. Toronto: Bantam Books, 1987.

Fifteen-year-old Dinah's insistence on dating a handsome football star causes bitter dissension in her family because the boy is not a Jew like them.

Cole, Wendy M. *Vietnam*. New York: Chelsea House, 1988.

An overview of the history, geography, economy, government, people, and culture of Vietnam.

Collier, James Lincoln. *Louis Armstrong: An American genius*. New York: Oxford University Press, 1983.

A biography of a black musician who rose from poverty to fame.

Collier, James Lincoln. *Louis Armstrong: An American success story*. New York: Macmillan Publishing Company, 1985.

A biography of one of America's most important musicians, who was born in extreme poverty and never had a real music lesson, but became world famous for his singing and trumpet playing.

Conley, Kevin. *Benjamin Banneker*. New York: Mook and Blanchard, 1989.

A biography of the eighteenth-century black tobacco farmer who taught himself mathematics, astronomy, and clock making; became famous for his almanacs; and assisted in the original survey of Washington, D. C.

Cooper, James Fenimore. *The last of the Mohicans*. New York: Pocket Books, 1992.

A classic portrait of the American frontier and a fascinating exploration of the friendship between two men at odds with their own people.

Cotterell, Arthur. *Ancient China*. New York: Random House, 1994.

Discusses the history of Imperial China from the building of the Great Wall to the days of the last emperor.

Cowan, Thomas Dale, and Maguire, Jack. *Timelines of African-American history*. New York: Roundtable Press, Inc., 1994.

Year-by-year chronology of the trials and triumphs of African Americans from the 1490s to the 1990s.

Crew, Linda. *Children of the river*. New York: Bantam Doubleday, 1989.

Sundara fled Cambodia with her aunt's family to escape the Khmer Rouge army when she was thirteen, leaving behind her parents, her brother, and sister, and the boy she had loved since she was a child.

Crockett, Lucy Herndon. *Teru of Yokohama*. New York: Henry Holt, 1950.

First piece of fiction written from the Japanese point of view showing the aftermath of World War II in that country.

Curtis, Edward S. *The girl who married a ghost and other tales from the North American Indian*. New York: Four Winds Press, 1978.

Anthology of American Indian folktales.

Davidson, Margaret. *Frederick Douglass fights for freedom*. New York: Scholastic, 1988.

Story of a former slave who became one of the most famous freedom fighters of all time.

Davis, Burke. *Black heroes of the American Revolution*. New York: Harcourt, Brace, Jovanovich, 1976.

An account of the black soldiers, sailors, spies, scouts, guides, and wagoners who participated and sacrificed in the struggle for American independence.

Davis, Daniel S. *Behind barbed wire : The imprisonment of Japanese Americans during World War II*. New York: Dutton, 1982.

Discusses the forced interment of Japanese Americans in camps following the attack on Pearl Harbor, their way of life there, and their eventual assimilation into society following the war.

Davis, Ossie. *Escape to freedom: A play about young Frederick Douglass*. New York: Viking Press, 1976.

Born a slave, young Frederick Douglass endures many years of cruelty before escaping to the North to claim his freedom.

De Lee, Nigel, and Pimlott, John. *Rise of the Asian superpowers from 1945*. New York: Franklin Watts, 1987.

Historical facts tracing the rise of Asian superpowers including the spread of communism, the civil war, the split of North and South Korea, and the split of Muslims and Hindus and Buddhist and Hindus.

Debo, Angie. *The road to disappearance*. Norman, Oklahoma: University of Oklahoma Press, 1941.

A history of Creek Indians from their aboriginal beginnings to the loss of their political independence during the first decade of the 20th century. A chronicle of the internal life of the tribe, their folk ways, religious beliefs, politics, wars, privations, and persecutions.

DeChancie, John. *Juan Peron*. New York: Chelsea House, 1987.

A biographical portrait of Juan Domingo Peron, detailing the personal as well as historical events that shaped his life, the country and culture from which he rose to power.

Deneberg, Barry. *Nelson Mandela*. New York: Scholastic, 1991.

The story of a man who has become a powerful symbol of hope not only for black South Africans, but for oppressed people everywhere.

Deutsch, Jordan. *Isaiah Thomas and Charles Barkley*. New York: East End Publishing, 1991.

Inspiring story of two black basketball players who have had successful careers in the National Basketball Association.

Devaney, John. *Bo Jackson: A star for all seasons*. New York: Walker, 1988.

A biography of the first major leaguer to play in both professional baseball and football.

Dobell, Byron. *American Heritage*. (Vol. 43). New York: American Heritage, 1992.

Contains articles on slavery as well as the Battle of the Little Bighorn.

Doherty, Craig A. *The Iroquois*. New York: Franklin Watts, 1989.

Examines the history, social and political organization, religion, customs, traditional lifestyle, and current situation of the Iroquois Indians.

Doherty, Craig, and Katherine M. Doherty. *The Apaches and Navajos*.

New York: Franklin Watts, 1989.

Discusses the traditional daily life of the Apaches and Navajos.

Dolan, Sean. *Junipero Serra*. New York: Mook and Blanchard, 1991.

Focuses on the achievements of the eighteenth century Spanish missionary who was one of the early explorers of California.

Edwards, Gabrielle. *Coping with discrimination*. New York: Rosen Publishing Group, 1986.

Examines the historical patterns and results of prejudice and discrimination and their effects on such minorities as the homeless, blacks, women, homosexuals, and the handicapped.

Erlanger, Ellen. *Isaac Asimov--Scientist and storyteller*. Minneapolis: Lerner Publications Company, 1986.

Relates the life story of the born storyteller who came to America from Russia at the age of three and grew up to become one of the world's most prolific writers of science fiction and non-fiction.

Evitts, William J. *Captive bodies, free spirits: The story of southern slavery*. New York: J. Messner, 1985.

A look at slavery in America is presented through the true stories of individual slaves.

Faber, Doris, and Faber, Harold. *Mahatma Gandhi*. New York: Julian Messner, 1986.

Traces the life of the statesman who played a crucial role in India's struggle for independence from Great Britain, with emphasis on the Mahatma's early years.

Faber, Doris, and Faber, Harold. *Martin Luther King, Jr.* New York: Julian Messner, 1986.

Follows the life of the great Baptist minister and civil rights leader, whose

philosophy of non-violent confrontation helped him achieve equality for blacks in America.

Fairbank, John King. *China: The people's middle kingdom and the U. S. A.* New York: Harvard University Press. 1967.

Historical view of the ancient "Middle Kingdom" and its modern revolution.

Fincher, Ernest Barksdale. *Mexico and the United States, their linked destinies.* New York: Crowell, 1983.

A study of the historical relationship between the United States and Mexico, with particular emphasis on Mexico's emerging role as a world leader.

Fisher, Leonard Everett. *Alphabet art: Thirteen ABC's from around the world.* New York: Four Winds Press, 1978.

The alphabet of 13 cultures presented in an artistic format.

Fisher, Leonard. *Pyramid of the sun, pyramid of the moon.* New York: Macmillan, 1988.

Discusses the history of the pyramids of Teotihuacan and the Aztecs and how they evolved from the Toltecs.

Fox, Paula, and Keith, Eros. *The slave dancer: A novel.* Scarsdale, New York: Bradbury Press, 1973.

Kidnapped by the crew of an Africa-bound ship, a thirteen year old boy discovers to his horror that he is on a slaver, and his job is to play music for the exercise periods of the human cargo.

Fradin, Dennis B. *Ethiopia.* New York: Franklin Watts, 1986.

Discusses the geography, history, government, people, and culture of this triangular east African country.

Franck, Irene M. *Across Asia by land.* New York: Facts on File, 1990.

Surveys the history of trade routes in Asia, focusing especially on the Silk Road from China to the West, also including studies of the Ambassador's Road, Burma Road, Eurasian Steppe Route, and Russian Rivers.

Frank, Anne. *Anne Frank's tales from the secret annex*. New York: Pocket Books, 1983.

Depicts persecution of the Jews by Nazi Germany.

Frank, Anne. *The diary of a young girl*. New York: Bantam Books, 1993.

In 1942, with Nazis occupying Holland, this family and another spent two years cloistered in the "Secret Annexe" of an old office building. The young girl's diary records the hunger, boredom, and threat of discovery and death that they faced during this time.

Frankl, Ron. *Duke Ellington*. New York: Chelsea House, 1988.

Chronicles the life of internationally-acclaimed jazz musician Duke Ellington, from the Harlem Renaissance through his later years.

Franklin, John Hope, and Meier, August. *Black leaders of the twentieth century*. Urbana: University of Illinois Press, 1982.

Details the contributions of several important Black leaders during the twentieth century.

Freedman, Russell. *Buffalo hunt*. New York: Holiday House, 1988.

Vivid accounts of the buffalo hunts by Indians of the Great Plains including selected paintings and drawings by George Catlin, Karl Bodmer, and other artist-adventurers who traveled West in the 1800's to record this colorful chapter of Native American history.

Freedman, Russell. *Indian chiefs*. New York: Holiday House, 1987.

Biographies of six Western Indian chiefs who led their people in a historic moment of crisis, when a decision had to be made about fighting or cooperating with the white pioneers encroaching on their grounds.

Fritz, Jean and Fritz, Michael. *China homecoming*. New York: G.P. Putnam's Sons, 1985.

The author returns to China, to relive her memories of her youth and to witness the many historical and social changes that have taken place since she left in 1928.

Fritz, Jean, and Tones, Margot. *Homesick, my own story*. New York: Dell Publishing, 1982.

Story of an American girl who was born in China and lived there until she was twelve. Fiction based on fact.

Gaines, Ernest J. *The autobiography of Miss Jane Pittman*. New York: Bantam Books, 1971.

The fictional recollection of a 110-year-old black woman who has been both a slave and a witness to the black militancy of the 1960's.

Gants, Charlotte Orr. *Boy with three names*. Boston: Houghton Mifflin, 1973.

Story of a young Guaymi Indian boy in Central America and his attempt to find a place for himself in the world.

Gehrts, Barbara. *Don't say a word*. New York: M.K. McElderry Books, 1986.

True story of a Jewish girl living in Berlin in the early days of World War II and what becomes of her family as the war continues.

George, Jean Craighead. *Julie of the wolves*. New York: Harper Trophy, 1972.

Lost in the Alaskan wilderness, a young girl is forced to rethink her past, and to define for herself the traditional riches of Eskimo life: intelligence, fearlessness, and love.

George, Jean Craighead. *The talking earth*. New York: Harper & Row, 1983.

Billie Wind ventures out alone into the Florida Everglades to test the legends of her Indian ancestors and learns the importance of listening to the earth's vital

messages.

George, Jean Craighead. *Water sky*. New York: Harper & Row, 1987.

A boy who goes to Barrow, Alaska, to live with friends of his father for awhile learns the importance of whaling to the Eskimo culture.

Gilman, Michael. *Matthew Henson*. New York: Chelsea House, 1988.

Follows the life of the black explorer who accompanied Robert Peary on the expedition to the North Pole.

Gordon, Sheila. *Waiting for the rain: A novel of South Africa*. New York: Orchard Books, 1987.

Chronicles nine years in the lives of two South African youths--one black, one white--as their friendship ends in a violent confrontation between student and soldier.

Grant, Joanne. *Black protest: History, documents, and analyses, 1819 to the present*. New York: Fawcett, 1968.

Traces the history of the Black protest movement from 1918 to the present.

Greene, Carol. *Japan*. Chicago: Childrens Press, 1983.

Describes some of Japan's features in the areas of geography, history, scenic treasures, culture, industry, and people.

Griffin, John Howard. *Black like me*. New York: New American Library, 1976.

The story of a white man who darkened the color of his skin and crossed the line into a country of hate, fear, and hopelessness--the country of the American black man.

Gross, David C. *A justice for all the people: Louis D. Brandeis*. New York: Lodestar Books, 1987.

A biography of the lawyer, judge, popularizer of Zionist causes, and first Jew to serve on the Supreme Court, who helped end child labor in America, introduced the concepts of social security, minimum wage laws, and unemployment compensation, and in short, devoted his life to social justice.

Haley, Alex. *Roots*. New York: Dell Publishing, 1976.

Chronicles the struggles and triumphs of seven generations of a black family.

Halliburton, Warren J. *The tragedy of Little Bighorn*. New York: Franklin Watts, 1989.

Describes the impact of the westward migration of the white settlers on the Indians of the Great Plains which culminated in the massacre of Custer and his men in the Battle at Little Bighorn in 1876.

Hamilton, Virginia. *Anthony Burns: The defeat and triumph of a fugitive slave*. New York: A. Knopf, 1988.

A biography of the slave who escaped to Boston in 1854, was arrested at the instigation of his owner, and whose trial caused a furor between abolitionists and those determined to enforce the Fugitive Slave Acts.

Hamilton, Virginia, and others. *The people could fly: American black folktales*. New York: Knopf, 1985.

Retold African-American folktales of animals, fantasy, the supernatural, and desire for freedom, born of the sorrow of the slaves, but passed on in hope.

Hammer, Trudy J. *Nicaragua*. New York: Franklin Watts, 1986.

Facts about the country's land, climate, history, and political past.

Hansen, Joyce. *Which way freedom?* New York: Walker, 1986.

Obi escapes from slavery during the Civil War, joins a black regiment, and soon becomes involved in the bloody fighting at Fort Pillow, Tennessee.

Hargrove, Jim. *Nelson Mandela: South Africa's silent voice of protest*. Chicago: Nullmeyer & Associates, 1989.

Presents the life and career of the imprisoned leader of the African National Congress focusing on his role in the struggle for black majority rights in South Africa.

Haskins, James. *Black music in America: A history through its people*. New York: T.Y. Crowell, 1987.

Surveys the history of black music in America, from early slave songs through jazz and the blues to soul, classical music, and current trends.

Haskins, James. *Sugar Ray Leonard*. New York: Lothrop, Lee & Shepard Books, 1982.

Chronicles the amateur and professional boxing career of the champion from Palmer Park, Maryland.

Haskins, James. *The life and death of Martin Luther King, Jr.* New York: Lothrop, Lee & Shepard, 1977.

A biography of a man who dedicated his life to the cause of civil rights, which also reexamines unanswered questions concerning his assassination.

Haskins, Jim. *Colin Powell*. New York: Scholastic, 1992.

Colin Powell, who oversaw the rescue of the nation of Kuwait, is a hero all Americans can admire.

Hersey, John. *Hiroshima*. New York: Vintage, 1946.

Told through the memories of survivors, this book tells what happened on the day that Hiroshima was destroyed by an atomic bomb.

Hesse, Karen. *Letters from Rifka*. New York: Puffin Books, 1993.

In letters to her cousin, a young Jewish girl chronicles her family's flight from Russia in 1919 and her own experiences when she must be left in Belgium for a

while when the others emigrate to America.

Highwater, Jamake, and Scholder, Fritz. *Anpao: An American Indian odyssey*. Philadelphia: Lippincott, 1977.

Traditional tales from North American Indian tribes woven into one story that relates the adventures of one boy as he grows to manhood.

Highwater, Jamake. *Eyes of darkness: A novel*. New York: Lothrop, Lee, and Shepard Books, 1985.

A Santee Sioux Indian named Yesa, after being taken at age seventeen to live among white men, becomes a doctor and then returns to the reservation to live as an Indian.

Highwater, Jamake. *I wear the morning star*. New York: Harper & Row, 1986.

Sitko, growing up in a hostile white world that tries to make him renounce his heritage as an American Indian, finds refuge in the pictures he paints.

Highwater, Jamake. *The ceremony of innocence*. New York: Harper & Row, 1985.

Alone and destitute after the death of her husband, Amana finds lasting friendship, love, and disillusionment, and eventually moves to a trading post where she strives to give her daughter and granddaughter a sense of pride in their Indian heritage.

Hill, George W. *Vocabulary of the Shoshone Language*. Pocatello, Idaho: Little Red Hen Inc., 1986.

Contains many Shoshone words and their English translations.

Hirschfelder, Arlene B. *Happily may I walk: American Indians and Alaskan natives today*. New York: Scribner, 1988.

Comprehensive look at their way of life including descriptions of reservation and city life and explores topics of language, ceremonies, healing, the role of elders, arts, sports, education and employment.

Hook, Jason. *American Indian warrior chiefs*. New York: Firebird Books, 1989.

The stories of four American Indian warrior chiefs: Tecumseh, Crazy Horse, Chief Joseph, and Geronimo.

Hook, Jason. *Chief Joseph: Guardian of the Nez Perce*. New York: Firebird Books, 1989.

Traces the life of an important leader of the Nez Perce Indians.

Hook, Jason. *Crazy Horse: Sacred warrior of the Sioux*. New York: Firebird Books, 1989.

A biography of a famous leader of the Sioux Indians.

Hook, Jason. *Geronimo: Last renegade of the Apache*. New York: Firebird Books, 1989.

A biography of a famous chief of the Apache Indians.

Hook, Jason. *Sitting Bull and the Plains Indians*. England: Wayland Ltd., 1986.

Sitting Bull was an outstanding tribal chief of the Sioux Indians. History of North America and the Indian tribes who lived there. Their way of life, religion, ceremonies, and terrible wars.

Hook, Jason. *Tecumseh: Visionary chief of the Shawnee*. New York: Firebird Books, 1989.

A biography of a legendary chief of the Shawnee Indians.

Hoover, Herbert T, and Bruguier, Leonard R. *The Yankton Sioux*. New York: Chelsea House, 1988.

Discusses the history of the Yankton Sioux and their current situation.

Houston, James A. *Frozen fire: A tale of courage*. New York: Atheneum, 1977.

Determined to find his father who has been lost in a storm, a young boy and his Eskimo friend brave windstorms, starvation, wild animals, and wild men during their search in the Canadian Arctic.

Houston, Jeanne Watatsuki, and Houston, James D. *Farewell to Manzanar : A true story of Japanese American experience during and after the World War II interment*. Toronto: Bantam Books, 1973.

Describes the Japanese American experience during and after the World War II interment.

Hoyt, Edwin Palmer. *Arab science*. Nashville: Nelson, 1975.

Describes the development of scientific knowledge in the Arab world, and its influence on the West during the middle ages.

Hudson, Jan. *Sweetgrass*. New York: Scholastic, 1984.

Sweetgrass is the oldest unmarried girl in her Blackfoot tribe. Her father tells her she is too young to marry, but she cannot keep her mind off Eagle-Sun, the handsome warrior she loves.

Hudson, Wade. *Book of black heroes from A to Z*. New York: Scholastic, 1988.

Brief summaries of the accomplishments of forty-nine black men and women who are heroes of their time.

Hughes, Langston, and others. *A pictorial history of black Americans*. New York: Crown Publishers, 1983.

Both historical events and major historical figures are portrayed.

Humble, Richard. *The travels of Marco Polo*. New York: Franklin Watts, 1990.

Discusses the journey of Marco Polo to the court of the Mongol emperor, Kubla Khan, in the thirteenth century and includes his lesser-known journeys as well.

Humphrey, Judy. *Genghis Khan*. New York: Chelsea House, 1987.

A biographical portrait of Genghis Khan detailing the personal as well as historical events that shaped his life, country, and culture from which he rose to power.

Humphrey, Kathryn. *Satchel Paige*. New York: FranklinWatts, 1988.

Surveys the life and career of the Negro League's pitching phenomenon, the first baseball player in this league to be inducted in the National Baseball Hall of Fame.

Irizarry, Carmen. *Passport to Mexico*. London: Franklin Watts, 1987.

Introduces the geography, industry, natural resources, and people of Mexico.

Jakoubek, Robert E. *Harriet Beecher Stowe*. New York: Mook and Blanchard, 1989.

A biography of the author famous for the anti-slavery novel *Uncle Tom's Cabin*.

Jassem, Kate. *Pocahontas, a girl of Jamestown*. Mahwah, New Jersey: Troll Associates, 1979.

Chronicles the story of a young Indian girl's impact on the English settlers at Jamestown.

Johnson, Earvin. *Magic's touch*. New York: Addison-Wesley. 1989.

Autobiography of this famous black basketball player.

Johnson, Paul (Ed.). *The California missions: A pictorial history*. Menlo Park, California: Lane, 1979.

A pictorial history of the California missions as well as a visitor's guide to each.

Jones, Helen Hinckley. *Israel*. Chicago: Childrens Press, 1986.

A history of Israel and a description of its cities, its people, its customs, and its indomitable spirit.

Kleeberg, Irene Cumming. *Ethiopia*. New York: Franklin Watts, 1986.

Surveys the history, religion, language, and current political, economic, and social problems of this country of contradictions.

Keeler, Stephen. *Passport to China*. London: Franklin Watts, 1987.

Text and illustrations introduce the land, people, home life, sports and leisure, farming, industry, and arts of the world's most populous nation.

Keller, Mollie. *Golda Meir*. New York: Franklin Watts, 1983.

Traces the life and accomplishments of the woman Zionist who, at the age of seventy, became the prime minister of Israel.

Kendall, Sarita. *Ecuador*. New York: Chelsea House, 1987.

Introduces the South American country which takes its name from the equator, which passes through it.

Kettelkamp, Larry. *Bill Cosby: Family funny man*. New York: J. Messner, 1987.

Examines the life and career of the popular entertainer, from his childhood to his success as a comedian and actor.

Keyworth, C. L. *California Indians*. New York: Facts on File, 1991.

Examines the history, culture, changing fortunes, and current situation of the various Indian peoples of California.

Kherdian, David. *The road from home: The story of an Armenian girl*. New York: Greenwillow Books, 1979.

A biography of the author's mother, concentrating on her childhood in Turkey before the Turkish government deported its Armenian population.

King, Martin Luther, and King, Coretta Scott. *The words of Martin Luther King, Jr.* New York: Newmarket Press, 1983.

Selections from Dr. King's speeches and writings.

Klevan, Miriam. *The West Indian Americans.* New York: Chelsea House, 1990.

Discusses the history, culture, and religion of the West Indians, factors encouraging their emigration, and their acceptance as an ethnic group in North America.

Kosof, Anna. *Jesse Jackson.* New York: Franklin Watts, 1987.

A biography of the black presidential candidate in 1984 who continued in his role as a leader of African Americans.

Kramer, A. *Concise Indonesian Dictionary.* Tokyo, Japan: Charles E. Tuttle Company, 1898.

An English-Indonesian dictionary.

Krass, Peter. *Sojourner Truth.* New York: Mook and Blanchard, 1988.

Traces the life of the former slave who could neither read nor write, yet earned a reputation as one of the most articulate and outspoken antislavery and women's rights activists in the United States.

Kyle, Benjamin. *Mummar el-Qaddafi.* New York: Chelsea House, 1987.

An illustrated biography of the Libyan leader.

Landau, Elaine. *The Sioux.* New York: Franklin Watts, 1989.

Factual account of the Sioux Indians of the Plains, of buffalo hunts, their games, music, art, religion and accounts of what happened when the white men came.

Lands and people-Africa. (Vol. 1), New York: Grolier, 1991.

Contains information about the land and people of Africa-designed to foster a

good understanding of the interaction among people and their social, cultural, and physical environment.

Lands and people-Asia, Australia, New Zealand, Oceania. (Vol. 2), New York: Grolier, 1991.

Contains information about the land and people of Asia, Australia, New Zealand, and Oceania-designed to foster a good understanding of the interaction among people and their social, cultural, and physical environment.

Lands and people-Central and South America. (Vol. 6), New York: Grolier, 1991.

Contains information about the land and people of Central and South America-designed to foster a good understanding of the interaction among people and their social, cultural, and physical environment.

Lands and people-North America. (Vol. 5), New York: Grolier, 1991.

Contains information about the land and people of North America-designed to foster a good understanding of the interaction among people and their social, cultural, and physical environment.

Laure, Jason. *Zimbabwe.* Chicago: Childrens Press, 1988.

An introduction to the geography, history, government, economy, culture, and people of the landlocked southeastern African country, known as Rhodesia before it gained independence in 1980.

Lawson, Don. *Landmark Supreme Court cases.* Hillside, New Jersey: Enslow Publishers, 1987.

Discusses nine landmark Supreme Court cases, addressing such issues as desegregation of schools and the Miranda case, and considers the future of the Supreme Court.

Lawton, Clive A. *Passport to Israel.* London: Franklin Watts, 1987.

Surveys the history, culture, industry, economy and politics of the country.

Leaf, Margaret. *Eyes of the dragon*. New York: Lothrop, 1987.

An artist agrees to paint a dragon on the wall of a Chinese village, but the mayor's insistence that he paint eyes on the dragon has amazing results.

Lee, Harper. *To kill a mockingbird*. New York: Warner, 1960.

A fictional story exemplifying the devastating effects of prejudice in the South during the mid-1900s.

Leone, Bruno. *Racism: Opposing viewpoints*. St. Paul, Minnesota: Greenhaven Press, 1986.

Presents a series of articles which discuss opposing viewpoints on the subject of racism in order to illustrate the complex nature of this issue.

Lester, Julius, and Feelings, Tom. *To be a slave*. New York: Dial Press, 1968.

A compilation, selected from various sources and arranged chronologically, of the reminiscences of slaves and ex-slaves about their experiences from the leaving of Africa through the Civil War and into the early twentieth century.

Levine, Ellen. *Freedom's children*. New York: Avon Flare, 1994.

True stories of thirty African-Americans who were children or teenagers in the 1950s and 1960s. They talk about what it was like for them to fight segregation in the South.

Levitin, Sonia. *The return*. New York: Atheneum, 1987.

Desta and the other members of her Falasha family, Jews suffering from discrimination in Ethiopia, finally flee the country and attempt the dangerous journey to Israel.

Liang, Shih-chiu (Ed.). *Far East English-Chinese Dictionary*. New York: The Far East Book Company, 1988.

An English-Chinese dictionary.

Lightfoot, Paul. *The Mekong*. Hove, East Sussex, England: Wayland, 1981.

Describes the enormous river, where it flows, and the people who live along it and the way it affects their daily lives.

Liptak, Karen. *Indians of the Southwest*. New York: Facts on File, 1991.

Presents the history and culture of the Indians of the Southwest.

Little, Malcolm, and Haley, Alex. *The autobiography of Malcolm X*. New York: Ballantine Books, 1973.

Chronicles the life of a man who articulated the anger, struggle, and beliefs of American Blacks in the sixties.

Lloyd, Dana. *Ho Chi Minh*. New York: Chelsea House, 1986.

A biography of the Vietnamese leader who led his people in the struggle for independence from France and in the later war with South Vietnam.

Lovitt, Chip. *Michael Jordan*. New York: Scholastic, 1993.

Michael Jordan is a true American hero. As Bill Russell, the great Boston Celtics center, once told Michael's mother, "Michael Jordan is an even better human being than he is a basketball player."

Mabie, Margot C.J. *Vietnam, there and here*. New York: Holt, Rinehart, and Winston, 1985.

Discusses the war in Vietnam, the turmoil it caused in this country, and the issues it raised that still remain a source of conflict.

Major, John S. *The land and people of China*. New York: Harper Collins, 1989.

An introduction to the geography, history, culture, economy, and government of China.

Mancini, Richard E. *Indians of the Southeast*. New York: Facts on File, 1991.

Explores the ways of life of Native Americans of the pre-colonial southeastern United States.

Mannetti, Lisa. *Iran and Iraq: Nations at war*. New York: Franklin Watts, 1986.

Surveys the historical background and recent events of the war between Iran and Iraq and considers the resulting political and economic complications for the region and for oil-dependent countries.

Marrin, Albert. *Aztecs and Spaniards: Cortes and the conquest of Mexico*. New York: Atheneum, 1986.

Describes the history and culture of the Aztec Indians in the Valley of Mexico and discusses how the arrival of the conquistador Hernando Cortes brought about the fall of their mighty empire.

Marriott, Alice Lee, and Rachlin, Carol K. *Plains Indian mythology*. New York: New American Library, 1977.

A collection of legends and folktales of the Plains Indians.

Mayo, Gretchen. *Earthmaker's tales: North American Indian stories about earth happenings*. New York: Walker, 1989.

A collection of North American Indian legends about the origins of thunder, tornadoes, and other weather phenomena.

McClard, Megan. *Harriet Tubman: slavery and the Underground Railroad*. New York: Silver Burdett Company, 1991.

A biography of the courageous woman who rose from slave beginnings to become a heroic figure in the Underground Railroad.

McCulla, Patricia E. *Tanzania*. New York: Chelsea House, 1989.

Discusses the history, geography, industry, culture, and people of this large East African country.

McKissack, Patricia. *Aztec Indians*. Chicago: Children's Press, 1985.

Discusses the Aztec Indians, their history, religion, language, customs, and final days.

McKissack, Patricia. *Jesse Jackson*. New York: Scholastic, 1989.

A biography of the first black man to run for president of the United States. He is a powerful speaker, a tireless organizer, and a symbol of hope for many people.

McNair, Sylvia. *Thailand*. Chicago: Children's Press, 1987.

Explores the geography, history, arts, religion, and everyday life of Thailand.

McPherson, James M. *Battle cry of freedom: The Civil War Era*. New York: Oxford University, 1988.

Integrates the political, social, and military events that took place between the outbreak of one war in Mexico to the ending of another at Appomattox.

Meltzer, Milton, and Fisher, Leonard Everett. *All times, all peoples: A world history of slavery*. New York: Harper & Row, 1980.

Examines the historical patterns of slavery throughout the world, from ancient times through the present.

Meltzer, Milton, and Marchesi, Stephen. *Winnie Mandela: The soul of South Africa*. New York: Viking Kestrel, 1986.

With an emphasis on her early years, covers the life of the South African woman who married a prominent fighter for racial equality in South Africa and later became a leader in her own right.

Meltzer, Milton. *Poverty in America*. New York: Morrow, 1986.

Examines the nature of poverty in America, its effects on children, women, the elderly, and racial minorities, and past and present efforts to fight it.

Meltzer, Milton. *Rescue: the story of how gentiles saved Jews in the Holocaust*. New York: Harper & Row, 1988.

A recounting drawn from historic source material of the many individual acts of heroism performed by righteous gentiles who sought to thwart the extermination of the Jews during the Holocaust.

Merton, Anna, and others. *China, the land and its people*. Morristown, New Jersey: Silver Burdett Press, 1987.

Text and photographs introduce the country having the world's largest population.

Messenger, Charles, and Pimlott, John. *The Middle East*. London: Franklin Watts, 1987.

Traces the history of conflict of East/West clashes and ongoing struggles in today's world. Includes the social, economic, and political impact of the wars.

Meyer, Carolyn, and Gallenkamp, Charles. *The mystery of the ancient Maya*. New York: Atheneum, 1985.

Explores the advanced civilization and unsolved mysteries of the Maya, who reigned for six centuries and then disappeared.

Meyer, Carolyn. *Voices of South Africa: Growing up in a troubled land*. San Diego: Harcourt Brace Jovanovich, 1986.

The author recounts her visit to South Africa where she interviewed numerous young people, both black and white, to find out what growing up is like in a country torn apart by racial strife.

Miller, Douglas. *Frederick Douglass and the fight for freedom*. New York: Facts on File, 1988.

Traces the life of the black abolitionist, from his early years in slavery to his later success as a persuasive editor, orator, and writer.

Miller, Marilyn. *The bridge at Selma*. Morristown, New Jersey: Silver Burdett, 1985.

Describes the far-reaching repercussions of the events of March 7, 1965 when 525 men, women, and children in Alabama attempted to march from Selma to the state capital in Montgomery in order to register to vote.

Mitchell, Barbara. *Shoes for everyone*. Minneapolis: Perma-Bound, 1986.

A biography of the half-Dutch/half black Surinamese man who, despite the hardships and prejudice he found in his new Massachusetts home, invented a shoe-lasting machine that revolutionized the industry.

Mohr, Nicholas. *Going home*. New York: Dial Books for Young Readers, 1986.

Feeling like an outsider when she visits her relatives in Puerto Rico for the first time, eleven-year-old Felita tries to come to terms with the heritage she always took for granted.

Monroe, Jean Guard, and Williamson, Ray. *They dance in the sky: Native American star myths*. Boston: Houghton Mifflin, 1987.

A collection of legends about the stars from various North American Indian cultures, including explanations of the Milky Way, and constellations such as the Big Dipper.

Morgan, William. *The Magic: Earvin Johnson*. New York: Scholastic, 1991.

Here is Magic. His story is the story of a true American champion.

Morrison, Marion. *Venezuela*. Chicago: Nullmeyer & Assoc. , 1989.

Discusses the history, geography, people and culture of the country called "Little Venice" by the first Spanish explorers.

Moss, Carol. *Science in ancient Mesopotamia*. New York: Franklin Watts, 1988.

Describes the enormous accomplishments of the Sumerians and Babylonians of ancient Mesopotamia in every scientific area, a heritage which affects our own everyday lives.

Mysteries of the ancient Americas: The New World before Columbus. Pleasantville, New York: Reader's Digest Association, 1986.

Looks at the people who inhabited America before the arrival of Columbus.

Neimark, Anne. *One man's valor: Leo Baeck and the Holocaust*. New York: Dutton, 1986.

Relates the story of a German Jew who become a great rabbi and national spiritual leader and fought courageously against the persecution of his people during the Nazi years.

Nicolle, David. *The Mongol Warlords*. New York: Firebird Books, 1990.

The Mongol warlords: Gengis Khan, Kublai Khan, Hulegu, Tamerlane.

O'Dell, Scott. *Black Star, Bright Dawn*. Boston: Houghton Mifflin, 1988.

Bright Dawn must face the challenge of the Iditarod dog sled race alone when her father is injured.

O'Dell, Scott. *Carlota*. New York: Dell Publishing Co., 1977.

Story of sixteen-year-old Carlota de Zubaran and her life in California during the Mexican-American War. Fiction based on fact.

O'Dell, Scott. *Island of the blue dolphins*. Boston: Houghton Mifflin, 1960.

Story of Karana, a young Indian girl, who stays behind on an island off the coast of California after her tribe leaves.

O'Dell, Scott. *Sing down the moon*. Boston: Houghton Mifflin, 1970.

A young Navajo girl recounts the events of 1864 when her tribe was forced to Fort Sumner as prisoners of the white soldiers.

O'Dell, Scott. *Streams to the river, river to the sea: a novel of Sacajawea*. Boston: Houghton Mifflin, 1986.

A young Indian woman, accompanied by her infant and cruel husband, experience joy and heartbreak when she joins the Lewis and Clark Expedition seeking a way to the Pacific.

O'Dell, Scott. *Zia*. Boston: Houghton Mifflin, 1976.

A young Indian girl, Zia, caught between the world of her mother and the present world of the Mission, is helped by her Aunt Karana whose story was told in *The Island of the Blue Dolphin*.

Oneal, Zibby, and others. *Grandma Moses, painter of rural America*. New York: Viking Kestrel, 1986.

A biography focusing on the early years of Grandma Moses, who was known for her paintings of rural America.

Orlev, Uri. *The island on Bird Street*. Boston: Houghton Mifflin, 1983.

During World War II a Jewish boy is left on his own for months in a ruined house in the Warsaw Ghetto, where he must learn all the tricks of survival under constantly life-threatening conditions.

Pascoe, Elaine. *Racial prejudice*. New York: Franklin Watts, 1985.

Discusses the causes and history of prejudice against minority groups in the United States, reviewing the damaging effects of prejudice and suggesting ways to eliminate it.

Pascoe, Elaine. *South Africa, troubled land*. New York: Franklin Watts, 1987.

Examines the history and culture of South Africa from its earliest European settlers through the development of its diamond and mineral resources and the establishment of apartheid to the present.

Paterson, Katherine, *The master puppeteer*. Minneapolis: Perma-Bound, 1975.

A thirteen-year-old boy describes the poverty and discontent of eighteenth century Osaka and the world of puppeteers in which he lives.

Paterson, Katherine, and Wells, Haru. *Of nightingales that weep*. New York: Crowell, 1974.

The vain young daughter of a samurai finds her comfortable life ripped apart when opposing clans begin a struggle for imperial control of Japan.

Paterson, Katherine. *The sign of the chrysanthemum*. New York: Crowel, 1973.

The story of thirteen-year-old Muna's desperate search for his samurai father he has never seen that leads him to danger and adventure in the capital of feudal Japan.

Paulsen, Gary. *Dogsong*. New York: Bradbury Press, 1985.

A fourteen-year-old Eskimo boy who feels assailed by the modernity of his life takes a 1400-mile journey by dog sled across ice, tundra, and mountains seeking his own song of himself.

Paulsen, Gary. *The crossing*. New York: Orchard Books, 1987.

Thirteen -year-old Manny, a street kid fighting for survival in a Mexican border town, develops a strange friendship with an emotionally disturbed American soldier who decides to help him get across the border.

Peck, Ira. *The life and words of Martin Luther King, Jr.* New York: Scholastic, 1985.

Traces the life of a man who dedicated his life to the cause of civil rights and the impact of what he had to say.

People and customs. Milwaukee: Raintree, 1979.

A brief look at various people and customs--including sections on Africa, Europe, Mexico, Japan, China, Russia, India, and Southeast Asia.

Perl, Lila, and De Larrea, Victoria. *Pinatas and paper flowers: Holidays of the Americas in English and Spanish*. New York: Clarion Books, 1983.

Bilingual book which tells about eight holidays celebrated in the Americas, some of which are observed just by Spanish-speaking people.

Perl, Lila. *Red star and green dragon: Looking at New China*. New York: William Morrow, 1983.

Reviews recent Chinese history and discusses social, economic, and political factors which influence life in modern China.

Petry, Ann Lane. *Harriet Tubman: Conductor on the Underground Railroad*. New York: Crowell, 1955.

The biography of a woman who became a heroic figure in the Underground Railroad.

Pitts, Paul. *The shadowman's way*. New York: Avon Camelot, 1992.

Benjamin wears his Navajo heritage like a chip on his shoulder and Nelson has knocked it off by befriending the enemy--a white boy.

Reiss, Johanna. *The upstairs room*. New York: Crowell, 1972.

A Dutch Jewish girl describes the two-and-one-half years she spent in the upstairs bedroom of a farmer's house during World War II.

Richter, Conrad. *The light in the forest*. New York: Bantam Books, 1990.

The unforgettable story of a white boy raised by Indians, torn between the claims of loyalty and blood.

Roberson, John R. *Japan from Shogun to Sony, 1543-1984*. New York: Atheneum, 1985.

Presents the history of Japan from the arrival of the first Europeans in the sixteenth century to its mid-twentieth century development into a leading industrial nation.

Roberts, Moss. *Chinese fairy tales and fantasies*. New York: Pantheon Books, 1979.

Relates several Chinese fairy tales.

Robins, Deri. *The kids' around the world cookbook*. New York: Larousse Kingfisher Chambers, 1994.

Easy to make dishes from all corners of the globe. Delicious treats from many nations, fun food facts from around the world. Easy tips for successful cooking, clear step by step instructions.

Robinson, Jackie. *Jackie Robinson*. New York: Academic Industries, 1984.

Autobiography of the first black baseball player in major league history.

Rogasky, Barbara. *Smoke and ashes: the story of the Holocaust*. New York: Holiday House, 1988.

Examines the causes, events, and legacies of the Holocaust which resulted in the extermination of six million Jews.

Rohr, Janelle. *The Middle East: Opposing viewpoints*. St. Paul, Minnesota: Greenhaven Press, 1988.

Opposing points of view about the Middle East are presented.

Rosenthal, Bert. *Ralph Sampson, the center for the 1980's*. Chicago: Children's Press, 1984.

A career biography of the black basketball player, Ralph Sampson, who repeatedly refused to turn pro before finishing college.

Rowland-Entwistle, Theodore. *Confucius and ancient China*. England: Wayland Publishers Ltd, 1986.

Although he was relatively unknown during his own lifetime Confucius has had an enormous influence upon the values, principles, and customs of the Chinese people.

Rummel, Jack. *Langston Hughes*. New York: Mook and Blanchard, 1988.

Chronicles the life and achievements of the famous black poet.

Sakamoto, Bob. *Michael Jordan*. New York: Publications International, 1991.

Reviews his life, his legend, and the Bulls' ascent to the NBA crown.

Sanders, Renfield. *Libya*. Edgemont, Pennsylvania: Chelsea House, 1987.

Surveys the history, topography, people, and culture of Libya, with an emphasis on current economics, politics, and industry.

Sandoz, Mari. *Cheyenne Autumn*. Minneapolis: Perma-Bound, 1964.

Story of a band of Northern Cheyenne who fled their Oklahoma reservation in quest of their homeland and their struggle with the U.S. Army before reaching their home on the Yellowstone Reservation.

Savage, Deborah. *A rumor of otters*. Boston: Houghton Mifflin, 1986.

Angry at being left behind when her father and brother go off to muster sheep, Alexa decides to search in the wild for the otters previously seen only by a mystical Maori tribesman.

Schroeder, Alan. *Booker T. Washington*. New York: Mook and Blanchard, 1992.

The story of Booker T. Washington, America's leading black spokesman in the late nineteenth and early twentieth centuries.

Schulke, Flip, and McPhee, Penelope. *King remembered*. New York: Norton, 1986.

A biography, photo essay, and tribute to one of the most important leaders of our time.

Scott, John Anthony, and Scott, Robert Alan. *John Brown of Harper's Ferry*. New York: Facts on File, 1988.

Describes the life of the abolitionist whose struggle to free American slaves resulted in the raid on Harper's Ferry.

Scott, Richard, and Matusky, Gregory. *Jackie Robinson*. New York: Chelsea House, 1987.

Traces the life of the athlete who broke the color barrier in major league baseball when he joined the Brooklyn Dodgers in 1947.

Sebestyen, Ouida. *Words by heart*. Boston: Little & Brown, 1979.

A young black girl struggles to fulfill her papa's dream of a better future for their family in the southwestern town where, in 1918, they are the only blacks.

Sender, Ruth Minsky. *The cage*. New York: Macmillan, 1986.

A teenage girl recounts the suffering and persecution of her family under the Nazis, in a Polish ghetto, during deportation, and in a concentration camp.

Sender, Ruth Minsky. *To life*. New York: Macmillan, 1988.

A Holocaust survivor recounts her liberation from a Nazi concentration camp, search for surviving family members, and long and difficult ordeal of trying to immigrate with her husband and two children to America.

Severns, Karen. *Hirohito*. New York: Chelsea House, 1988.

A biography of the Japanese emperor who, following World War II, approved a constitution that changed his role from divine ruler to "symbol of the state" with political control going to elected representatives.

Sgroi, Peter. *The living constitution: Landmark Supreme Court decisions*. New York: J. Messner, 1987.

Explores the function and adaptability of the Constitution through a description and analysis of three major decisions--Marbury vs. Madison, Dred Scott, and United States vs. Nixon.

Shang, Anthony. *Living in Hong Kong*. Morristown, New Jersey: Silver Burdett, 1986.

Text and photographs depict various aspects of life in one of the world's most

densely populated cities, including the floating villages, the shanty towns, the festivals, and traditions and culture preserved from the past.

Shapiro, Milton J. *Jackie Robinson*. New York: Archway, 1957.

A biography of the first black baseball player in major league history.

Sherrow, Victoria. *Indians of the plateau and Great Basin*. New York: Facts on File, 1991.

Describes the tribal roots, ways of life, rituals, and history of several Indian tribes.

Siegal, Aranka. *Grace in the wilderness : After the liberation, 1945-1948*. New York: Farrar, Straus, Giroux, 1985.

Liberated from a German concentration camp at the end of World War II, but haunted by the memory of her ordeal, fifteen-year-old Piri starts a strange new life as a Jew in Sweden.

Siegal, Aranka. *Upon the head of the goat*. New York: Farrar, Straus and Giroux, 1981.

A portrayal of the life of a Jewish family, as, step by step, war and anti-Semitism creep closer to the Hungarian town in which they live, finally engulfing them.

Siegal, Beatrice. *Cory: Corazon Aquino and the Philippines*. New York: Dutton, 1988.

A biography of the political newcomer who ran for the office of president to the Philippines following her husband's assassination and defeated Ferdinand Marcos in the 1986 election.

Slack, Gordy. *Ferdinand Marcos*. New York: Chelsea House, 1988.

Examines the life of the Philippine political leader whose presidency was viewed by some as a dictatorship.

Snow, Edgar. *Red China today*. New York: Random House, 1961.

People of Red China speak of their lives, their sacrifices of today, and dreams of future betterment, their fears of war and hopes for peace.

Sperry, Armstrong. *Call it courage*. New York: Troll Books, 1940.

Story of a young Polynesian boy's journey to courage.

Stark, Al. *Zimbabwe, a treasure of Africa*. Minneapolis, Minnesota: Dillon Press, 1986.

Discusses the people, traditions, holidays, religions, schools, history, geography, and wildlife of Zimbabwe, once known as Rhodesia.

Steffoff, Rebecca. *West Bank/Gaza Strip*. New York: Chelsea House, 1988.

Surveys the history, topography, people, and culture of the West Bank and the Gaza Strip, with an emphasis on current economy, industry, and place in the political world.

Steffoff, Rebecca. *Yasir Arafat*. New York: Chelsea House, 1988.

A biography of the man who, since 1969, had been chairman of the Palestine Liberation Organization, a group working to establish an Arab state in what was once Palestine and is now mostly in Israel.

Stein, R. Conrad. *Kenya*. Chicago: Childrens Press, 1985.

An introduction to the geography, history, culture, and people of this beautiful East African country.

Stein, R. Conrad. *Mexico*. Chicago: Childrens Press, 1984.

An introduction to the geography, history, economy, culture, government, and people of the very varied country of Mexico.

Stein, R. Conrad. *Montgomery bus boycott*. Chicago: Children's Press, 1986.

The story of Rosa Parks and the Montgomery bus boycott and its long-term implications for the civil rights movement.

Stein, R. Conrad. *The story of the Underground Railroad*. Chicago: Children's Press, 1981.

Discusses the Underground Railroad and the role it played in the slaves' struggle to find freedom.

Steingass, F. *English-Arabic Dictionary*. New Delhi, India: Publications--India, 1989.

An English-Arabic dictionary.

Sterling, Dorothy. *Freedom train: The story of Harriet Tubman*. New York: Scholastic, 1954.

A biography of a former slave who dedicated her life to leading her people to freedom.

Sterne, Emma Gelders. *The slave ship*. New York: Scholastic, 1953.

Kidnapped from Africa, a group of men, women and children are held in chains aboard the schooner Amistad. On June 30, 1839, Cinque cuts his chains and frees the others.

Stinetorf, Louise A. *The secret of Bireh*. Philadelphia: Westminster Press, 1973.

A fourteen-year-old Arab bride in Palestine after World War I helps her brother and husband hide from the Turkish overlords.

Sufrin, Mark. *Payton*. New York: Scribner, 1988.

Chronicles the life of Walter Payton from his childhood in Mississippi through his high school, college, and professional football career.

Tames, Richard and Hoare, Sophy. *Japan, the land and its people*.

Morristown, New Jersey: Silver Burdett Co., 1986.

Text and photographs introduce life in a country well-known for valuing calmness and harmony.

Tames, Richard. *Passport to Japan*. London: Franklin Watts, 1988.

A comprehensive look at Japan including maps and charts, to give reader in depth understanding of life in Japan and its role in the world today.

Tannenbaum, Beulah. *Science of the early American Indians*. New York: Franklin Watts, 1988.

Discusses the scientific, architectural, astronomical, agricultural, and artistic innovations of American Indians before the arrival of Columbus.

Taylor, Mildred D. *Let the circle be unbroken*. New York: Dial Press, 1981.

Four black children growing up in rural Mississippi during the Depression experience racial antagonisms and hard times, but learn from their parents the pride and self-respect they need to survive.

Taylor, Mildred D. *Roll of thunder, hear my cry*. New York: Dial Press, 1976.

A black family living in the South during the 1930's is faced with prejudice and discrimination which their children don't understand.

Taylor, Mildred D. *The road to Memphis*. New York: Puffin Books, 1990.

In 1941, a black youth, sadistically teased by two white boys in rural Mississippi, severely injures one of them with a tire iron and enlists Cassie's help in trying to flee the state.

Tedards, Anne. *Marian Anderson*. New York: Chelsea House, 1988.

A biography of the opera and concert singer who, among other achievements, was the first black soloist to perform with the Metropolitan Opera Company in 1955.

Ten Boom, Corrie, and Sherrill, Elizabeth. *The hiding place*. New York: Bantam Books, 1971.

A quiet Christian spinster who was sent to the concentration camp for helping the Jews and how they used Christ's spirit and words to guide and sustain them during times of profound horror.

Tolbert-Rouchaleau, Jane, and Huggins, Nathan. *James Weldon Johnson*. New York: Chelsea House, 1988.

A biography of the author, civil rights leader, and co-founder of the NAACP who blazed a trail for racial equality and human rights through his songs, poems, speeches, and other writings.

Turner, Geoffrey. *Indians of North America*. New York: Sterling, 1992.

This guide traces the voyage from Asia across the Bering Strait to North America more than 5,000 years ago and continues right through to the courageous struggles of Native Americans today.

Unwin, Nora. *Amos Fortune, free man*. New York: Viking, 1950.

Chronicles the life of the son of a king in Africa who was captured and taken by slave traders to the United States, where he was eventually able to purchase his freedom.

Vail, John. *Nelson and Winnie Mandela*. New York: Chelsea House, 1989.

Records the couple's struggle against South Africa's racial policies, which led to Nelson's imprisonment and Winnie's banishment to a remote part of the Orange Free State.

Vazquez, Ana Maria B., and Casas, Rosa E. *Cuba*. Chicago: Childrens Press, 1987.

Discusses the geography, history, religion, economy, people, and everyday life of Cuba.

Velazquez, Mariano. *Spanish and English Dictionary*. Piscataway, New

Jersey: New Century Publishers, Inc., 1985.

A Spanish-English and English-Spanish dictionary.

Washington, Booker T. *Up from slavery*. New York: Penguin Books, 1986.

Recounts his childhood as a slave, his struggle for education, his founding and presidency of the Tuskegee Institute, and his meetings with his country's leaders.

Watkins, Yoko Kawashima. *So far from the bamboo grove*. New York: Lothrop, Lee, and Shepard, 1986.

A fictionalized autobiography in which eleven year-old Yoko escapes from Korea and goes to Japan with her mother and sister at the end of World War II.

Webb, Sheyann. *Selma, Lord, Selma: Girlhood memories of the civil-rights days*. Tuscaloosa: University of Alabama Press, 1980.

Firsthand accounts of the demonstrations led by Dr. King to protest discriminatory voting laws in Selma, Alabama.

Wee, Jessie. *Taiwan*. New York: Chelsea House, 1987.

Factual guide to Taiwan, including its past, the people, and the geographical areas of Taiwan.

Wepman, Denis. *Benito Juarez*. New York: Chelsea House, 1986.

Presents the life of the leader who became president of Mexico, instituted many reforms, and led his country in a war of independence.

White, Ellen. *Bo Jackson*. New York: Scholastic, 1990.

How Bo Jackson got his start, and the extraordinary story of his rise from a small town in Alabama to superstardom.

Wilson, Reginald. *Think about our rights: Civil liberties and the United States*.

New York: Walker, 1988.

A discussion of the rights and responsibilities that citizens of the United States share and how civil rights issues affect young people.

Wolfson, Evelyn, and Bock, William Sauts. *Growing up Indian*. New York: Walker, 1986.

Uses question and answer format to describe life for Indian children long ago, as they learned to preserve their culture and prepared for adulthood.

Woods, Geraldine. *Science in Ancient Egypt*. New York: Franklin Watts, 1988.

Discusses the achievement of the ancient Egyptians in science, mathematics, astronomy, medicine, agriculture, and technology.

Wright, David K. *Malaysia*. Chicago: Childrens Press, 1988.

An introduction to this small independent tropical country.

Yates, Elizabeth. *Amos Fortune, free man*. New York: E. P. Dutton, 1950.

Story of a slave who was able to purchase his freedom.

Yep Laurence. *Child of the owl*. New York: Harper and Row, 1977.

A twelve-year-old girl who knows little about her Chinese heritage is sent to live with her grandmother in San Francisco's Chinatown.

Yep, Laurence, *Dragonwings*. New York: Harper Collins Publishers, 1975.

Portrays the rich traditions of the Chinese community making its way in a hostile new world--America.

Youkin, Paula. *Indians of the Arctic and Subarctic*. New York: Facts on File, 1991.

Examines the history, culture, changing fortunes, and current situation of the

Indians of the Arctic and Subarctic.

Yue, Charlotte, and Yue, David. *The Igloo*. Boston: Houghton Mifflin Co., 1988.

Describes how an igloo is constructed and the role it plays in the lives of the Eskimo people. Also discusses many other aspects of Eskimo culture that have helped them adapt to life in the Arctic.

Yue, Charlotte, and Yue, David. *The pueblo*. Boston: Houghton Mifflin, 1986.

Describes the history, daily activities, construction of dwellings, and special relationship to the land of the Pueblo Indians.

Yue, David, and Yue, Charlotte. *The tipi : A center of Native American life*. New York: A. Knopf, 1984.

Discusses the Great Plains Indians, the land on which they lived, and the tipis they built.

Zimmer Dirk, and Bierhorst, John. *The naked bear: Folktales of the Iroquois*. New York: William Morrow, 1987.

A collection of sixteen traditional tales told by the Iroquois Indians, some featuring talking animals and some presenting terrifying flesh-eating creatures such as the Naked Bear, the Stone Coat, and the Whirlwinds.

Laser Disks

The '88 vote. 1989.

Includes a section on Jesse Jackson's campaign for the presidency.

In the Holy Land 1989.

The history of turmoil and conflict in the Middle East.

Martin Luther King, Jr. 1989.

The man, his dream, and the struggle for civil rights.

World history: Non-European history. 1993.

Includes history of Africa, Middle East, Latin America, Japan, Korea, China, India, Pakistan, Afghanistan, Asiatic Russia, Southeast Asia, Philippines, Oceania, Australia, New Zealand, and Canada.

Video Tapes

Arab world and Islam, The . 1992.

An eight minute video which chronicles the heritage and history of the Arab world.

Around South America. 1992.

A 57 minute video which takes the viewer on a modern-day journey through this great continent to showcase its cultures and geography. See the most dramatic of South America's natural treasures, and each of its most interesting cities.

Auschwitz: If you cried, you died. 1994.

A 28 minute video chronicling the journey of two Holocaust survivors as they revisit the hell they knew as Auschwitz Concentration Camp. Through the candid, heartfelt comments of these two men, combined with the moving and sometimes shocking visuals, the viewer sees the truth of the Holocaust and becomes aware of the dangers inherent in the growth of prejudice.

Battles of the Tuskegee airmen. 1994.

A 23 minute video which chronicles the lives of the men who were a part of World War II's first all-black fighter squadron. The story of the Tuskegee Airmen is one of victory, pride, and overcoming obstacles.

Eyes on the prize: America's civil rights years 1954-1965. 1992.

A 110 minute video which chronicles the American civil rights movement.

Diary of Anne Frank, The. 1994.

A 170 minute video which is based on the diary of a thirteen year old girl who chronicled the lives of two Jewish families hiding from the Nazis during World War II.

Freedom man. 1992.

A 61 minute video which tells the story of Benjamin Banneker, an African American patriot, scientist, and inventor.

Great Indian wars: 1840-1890, The. 1994.

A 71 minute (two tapes) video which relates the situation during the Great Indian Wars. In the early 1800's families packed up their wagons and headed westward, looking for more land or gold. As these early pioneers began to take Indian hunting grounds, every chief had to decide what to do. See and hear the true story of the wars with the Indians. You'll learn that Sitting Bull wasn't even at the "Little Big Horn" and that "The Battle of Wounded Knee" wasn't a battle at all, it was a slaughter.

"Happy birthday, Dr. King!" 1985.

A 28 minute video which chronicles the life and times of Dr. Martin Luther King, Jr.

Martin Luther King: "I have a dream". 1991.

A 25 minute video which centers on Martin Luther King's famous speech delivered on August 28, 1963, from the steps of the Lincoln Memorial. It is a speech of such heartfelt passion and poetic eloquence that it echoes still in our memory.

Missions, The. 1992.

A 35 minute video in which daily life in the missions is explored in the form of a diary.

Nightingale, The. 1992.

A Chinese fairy tale from Faerie Tale Theatre.

Silent witness. 1994.

A 31 minute video which narrates the alarming destruction and desecration of

American Indian archeological sites on public lands.

Woman called Moses, A. 1992.

A 200 minute video which relates the life story of Harriet Tubman, founder of the Underground Railroad. She led hundreds of slaves to freedom in the North before the Civil War, aided the Union Army during the Civil War, and was a leader of the suffragette movement after the Civil War.

African American

Books

Cave, James (Ed.). *African Americans: Voices of triumph--perseverance.*

Chaplik, Dorothy. *Up with hope: A biography of Jesse Jackson.*

Chiasson, John C. *African journey.*

Collier, James Lincoln. *Louis Armstrong: An American genius.*

Collier, James Lincoln. *Louis Armstrong: An American success story.*

Conley, Kevin. *Benjamin Banneker.*

Cowan, Thomas Dale, and Maguire, Jack. *Timelines of African American history.*

Davidson, Margaret. *Frederick Douglass fights for freedom.*

Davis, Burke. *Black heroes of the American Revolution.*

Davis, Ossie. *Escape to freedom: A play about young Frederick Douglass.*

Deneberg, Barry. *Nelson Mandela.*

Deutsch, Jordan. *Isaiah Thomas and Charles Barkley.*

Devaney, John. *Bo Jackson: A star for all seasons.*

Dobell, Byron. *American Heritage.* (Vol. 43).

Edwards, Gabrielle. *Coping with discrimination.*

Evitts, William J. *Captive bodies, free spirits: The story of southern slavery.*

Faber, Doris, and Faber, Harold. *Martin Luther King, Jr.*

Fox, Paula, and Keith, Eros. *The slave dancer: A novel.*

Fradin, Dennis B. *Ethiopia.*

Frankl, Ron. *Duke Ellington.*

Franklin, John Hope, and Meier, August. *Black leaders of the twentieth century.*

Gaines, Ernest J. *The autobiography of Miss Jane Pittman.*

Gilman, Michael. *Matthew Henson.*

Grant, Joanne. *Black protest: History, documents, and analyses, 1819 to the present.*

Griffin, John Howard. *Black like me.*

Haley, Alex. *Roots.*

Hamilton, Virginia. *Anthony Burns: The defeat and triumph of a fugitive slave.*

Hamilton, Virginia, and others. *The people could fly: American black folktales.*

Hansen, Joyce. *Which way freedom?*

Hargrove, Jim. *Nelson Mandela: South Africa's silent voice of protest.*

Haskins, James. *Black music in America: A history through its people.*

Haskins, James. *Sugar Ray Leonard.*

Haskins, James. *The life and death of Martin Luther King, Jr.*

Haskins, Jim. *Colin Powell.*

Hudson, Wade. *Book of black heroes from A to Z.*

Hughes, Langston, and others. *A pictorial history of black Americans.*

Humphrey, Kathryn. *Satchel Paige.*

Jakoubek, Robert E. *Harriet Beecher Stowe.*

Johnson, Earvin. *Magic's touch.*

Kleeberg, Irene Cumming. *Ethiopia.*

Kettelkamp, Larry. *Bill Cosby: Family funny man.*

King, Martin Luther, and King, Coretta Scott. *The words of Martin Luther King, Jr.*

Kosof, Anna. *Jesse Jackson*.

Krass, Peter. *Sojourner Truth*.

Lands and people-Africa. (Vol. 1).

Laure, Jason. *Zimbabwe*.

Lawson, Don. *Landmark Supreme Court cases*.

Lee, Harper. *To kill a mockingbird*.

Leone, Bruno. *Racism: Opposing viewpoints*.

Lester, Julius, and Feelings, Tom. *To be a slave*.

Levine, Ellen. *Freedom's children*.

Levitin, Sonia. *The return*.

Little, Malcolm, and Haley, Alex. *The autobiography of Malcolm X*.

Lovitt, Chip. *Michael Jordan*.

McClard, Megan. *Harriet Tubman: slavery and the Underground Railroad*.

McCulla, Patricia E. *Tanzania*.

McKissack, Patricia. *Jesse Jackson*.

McPherson, James M. *Batte cry of freedom: The Civil War Era*.

Meltzer, Milton, and Fisher, Leonard Everett. *All times, all peoples: A world history of slavery*.

Meltzer, Milton, and Marchesi, Stephen. *Winnie Mandela: The soul of South Africa*.

Meltzer, Milton. *Poverty in America*.

Meyer, Carolyn. *Voices of South Africa: Growing up in a troubled land*.

Miller, Douglas. *Frederick Douglass and the fight for freedom*.

Miller, Marilyn. *The bridge at Selma*.

Mitchell, Barbara. *Shoes for everyone.*

Morgan, William. *The Magic: Earvin Johnson.*

Oneal, Zibby, and others. *Grandma Moses, painter of rural America.*

Pascoe, Elaine. *Racial prejudice.*

Pascoe, Elaine. *South Africa, troubled land.*

Peck, Ira. *The life and words of Martin Luther King, Jr.*

People and customs.

Petry, Ann Lane. *Harriet Tubman: Conductor on the Underground Railroad.*

Robins, Deri. *The kids' around the world cookbook.*

Robinson, Jackie. *Jackie Robinson.*

Rosenthal, Bert. *Ralph Sampson, the center for the 1980's.*

Rummel, Jack. *Langston Hughes.*

Sakamoto, Bob. *Michael Jordan.*

Sanders, Renfield. *Libya.*

Schroeder, Alan. *Booker T. Washington.*

Schulke, Flip, and McPhee, Penelope. *King remembered.*

Scott, John Anthony, and Scott, Robert Alan. *John Brown of Harper's Ferry.*

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Shapiro, Milton J. *Jackie Robinson.*

Stark, Al. *Zimbabwe, a treasure of Africa.*

Stein, R. Conrad. *Kenya.*

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Sterling, Dorothy. *Freedom train: The story of Harriet Tubman.*

Sterne, Emma Gelders. *The slave ship.*

Sufrin, Mark. *Payton.*

Taylor, Mildred D. *Let the circle be unbroken.*

Taylor, Mildred D. *Roll of thunder, hear my cry.*

Taylor, Mildred D. *The road to Memphis.*

Tedards, Anne. *Marian Anderson.*

Tolbert-Rouchaleau, Jane, and Huggins, Nathan. *James Weldon Johnson.*

Unwin, Nora. *Amos Fortune, free man.*

Vail, John. *Nelson and Winnie Mandela.*

Washington, Booker T. *Up from slavery.*

Webb, Sheyann. *Selma, Lord, Selma: Girlhood memories of the civil-rights days.*

White, Ellen. *Bo Jackson.*

Wilson, Reginald. *Think about our rights: Civil liberties and the United States.*

Yates, Elizabeth. *Amos Fortune, free man.*

African American

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Martin Luther King, Jr.

World history: Non-European history.

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Battles of the Tuskegee airmen.

Eyes on the prize: America's Civil Rights Years 1954-1965.

Freedom man.

"Happy birthday, Dr. King!"

Martin Luther King: "I have a dream".

Woman called Moses, A .

Asian American

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Berger, Melvin. *The world of dance.*

Beshore, George. *Science in Ancient China.*

Book, Jaca (Ed.). *Civilizations of Asia.*

Brightfield, Richard. *Master of Tae Kwon Do.*

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Choi, Sook Nyul. *Year of impossible goodbyes.*

Coerr, Eleanor. *Sadako and the thousand paper cranes.*

Cole, Wendy M. *Vietnam.*

Cotterell, Arthur. *Ancient China.*

Crew, Linda. *Children of the river.*

Crockett, Lucy Herndon. *Teru of Yokohama.*

Davis, Daniel S. *Behind barbed wire : The imprisonment of Japanese Americans during World War II.*

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Fairbank, John King. *China: The people's middle kingdom and the U. S. A.*

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Greene, Carol. *Japan*.

Hersey, John. *Hiroshima*.

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Keeler, Stephen. *Passport to China*.

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Perl, Lila. *Red star and green dragon: Looking at New China.*

Roberson, John R. *Japan from Shogun to Sony, 1543-1984.*

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Rowland-Entwistle, Theodore. *Confucius and ancient China.*

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Asian American

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Asian American

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Filipino/Pacific Islander

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Filipino/Pacific Islander

Laser Disks

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Hispanic

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Bachelis, Faren Maree. *The Central Americans.*

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Bierhorst, John, and Parker, Robert Andrew. *The monkey's haircut, and other stories told by the Maya.*

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Clark, Ann Nolan and Charlot, Jean. *Secret of the Andes.*

DeChancie, John. *Juan Peron.*

Dolan, Sean. *Junipero Serra.*

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Fincher, Ernest Barksdale. *Mexico and the United States, their linked destinies.*

Fisher, Leonard. *Pyramid of the sun, pyramid of the moon.*

Gants, Charlotte Orr. *Boy with three names.*

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Mohr, Nicholasa. *Going home.*

Morrison, Marion. *Venezuela.*

O'Dell, Scott. *Carlota.*

Pascoe, Elaine. *Racial prejudice.*

Paulsen, Gary. *The crossing.*

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Hispanic

Laser Disks

World history: Non-European history.

Hispanic

Video Tapes

Around South America.

Jewish

Books

Altshuler, David A, and Dawidowicz, Lucy S. *Hitler's war against the Jews: A young reader's version of the war against the Jews, 1933-1945.*

Amdur, Richard. *Menachem Begin.*

Arrick, Fran. *Chernowitz!*

Brownstone, David M. *The Jewish American heritage.*

Cahill, Mary Jane. *Israel.*

Chaikin, Miriam, and Friedman, Marvin. *Ask another question: The story and meaning of Passover.*

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Cohen, Barbara. *People like us.*

Edwards, Gabrielle. *Coping with discrimination.*

Frank, Anne. *Anne Frank's tales from the secret annex.*

Frank, Anne. *The diary of a young girl.*

Gehrts, Barbara. *Don't say a word.*

Gross, David C. *A justice for all the people: Louis D. Brandeis.*

Hesse, Karen. *Letters from Rifka.*

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Laser Disks

Martin Luther King, Jr.

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"Happy birthday, Dr. King!"

Martin Luther King: "I have a dream".

Missions, The.

Silent witness.

Woman called Moses, A.

Staff Resources

African American

Melinda Early: Books, videos, music, realia, and photos/slides

Kathy Jackson: Books and videos

Mary Ann Keeshen: Books, realia, and personal experience

Teresa Landorf: Books

Don Martin: Books, videos, music, realia, photos/slides, and personal
experience

Diane Perdew: Books and videos

Richard Shetley: Books, videos, photos/slides, and personal experience

Asian American

Melinda Early: Books, videos, music, realia, and photos/slides

Kathy Jackson: Books

Diane Perdew: Books, realia, and videos

Richard Shetley: Photos/slides

Mary Tsugawa: Personal experience

Filipino/Pacific Islander

Melinda Early: Music and personal experience

Mary Ann Keeshen: Realia

Don Martin: Realia, photos/slides, and personal experience

Hispanic

Melinda Early: Books, videos, and music

Mary Ann Keeshen: Books, music, realia, photos/slides, and personal
experience

Teresa Landorf: Books

Diane Perdew: Books

Richard Shetley: Books, photos/slides, and personal experience

Jewish

Melinda Early: Books and videos

Kathy Jackson: Books, videos, realia, and photos/slides

Teresa Landorf: Books

Richard Shetley: Videos

Middle Eastern

Melinda Early: Books, videos, and music

Diane Perdew: Books and videos

Native American

Melinda Early: Books, videos, and music

Terry Goedel: Videos, music, realia, and personal experience

Kathy Jackson: Books

Mary Ann Keeshen: Books, videos, music, realia, photos/slides, and personal
experience

Teresa Landorf: Books

Carol Palko: Photos

Richard Shetley: Books, videos, photos/slides, and personal experience

Community Resources

The International Place "World of Cultures" program at Claremont McKenna College provides a wealth of resources for teachers in our community. The purpose of this program is to enable students in the Pomona-Inland Valley public schools to learn about the diverse cultures of the world from the experience and knowledge of international students attending the Claremont Colleges. This program is designed to enrich the curriculum in such areas as geography, United States and world history, literature, music, language arts, political science, anthropology, science, and current events, while providing positive role models of all races, ethnic groups, and nationalities.

The International Place staff will meet with teachers to develop assignments for their international student teams, determining subjects, grade levels, and the length of the unit. They will then meet with international students to help them develop the requested programs. Student teams may represent a single country or several countries to give a comparative perspective. In addition, the staff will arrange audio-visual materials and transportation of the students to the schools.

The list on the following page represents the countries which fall into the scope of this multicultural project. Students from each of these countries are available to participate in the "World of Cultures" program. For more information or to make arrangements for a classroom visit contact The International Place of the Claremont Colleges, 390E. 9th Street, Claremont, CA 91711. The telephone number is 909-621-8344.

Countries Represented in the "World of Cultures" Program

Argentina	India	Panama
Bangladesh	Iraq	Peru
Brazil	Indonesia	Philippines
Burma	Iran	Qatar
Cameroon	Ivory Coast	Saudi Arabia
Cambodia	Israel	Sierra Leone
China	Kenya	Singapore
Colombia	Jamaica	South Africa
Costa Rica	Japan	Sri Lanka
Cuba	Jordan	Syria
Dominican Republic	Korea	Taiwan
Ecuador	Kuwait	Thailand
Egypt	Laos	Turkey
El Salvador	Lebanon	UAE
Ethiopia	Madagascar	Uganda
Gambia	Malaysia	Uruguay
Ghana	Mali	Venezuela
Guatemala	Mexico	Vietnam
Guyana	Nicaragua	West Indies
Honduras	Nigeria	Zaire
Hong Kong	Pakistan	

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